DOCUMENT RESUME

ED 440 482 EC 307 763

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TITLE	Index for Inclusion: Developing Learning and Participation in Schools.
INSTITUTION	Centre for Studies on Inclusive Education, Bristol (England).; Canterbury Christ Church Univ. Coll. (England). Centre for Educational Research.; Manchester Univ. (England). Centre for Educational Needs.
ISBN	ISBN-1-872001-82-3
PUB DATE	2000-00-00
NOTE	112p.
AVAILABLE FROM	CSIE, 1 Redland Close, Elm Lane, Redland, Bristol BS6 6UE, United Kingdom (24.50 British pounds, including UK postage and handling). Tel: 0117-923-8450; Fax: 0117-923-8460.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Disabilities; *Educational Environment; Educational Objectives; Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Planning; *School Policy; Social Integration; *Staff Development; Training
IDENTIFIERS	*United Kingdom

ABSTRACT

The Index is a compilation of materials to support schools in the process of inclusive school development and is organized around the three dimensions of inclusive schools: cultures, policies, and practices. Part 1 provides an introduction to the manual, discusses the Index process as an approach to inclusion of special needs students, and specifies what schools can hope to achieve by using the Index process. Part 2 explains the five phases of the Index process, which are: (1) starting the Index process; (2) finding out about the school; (3) producing an inclusive school development plan; (4) implementing the plan; and (5) reviewing the Index process. Part 3 describes the hierarchical Index system, which involves the three dimensions of inclusive schools, develops sections under each dimension, and provides indicators/questions to determine whether section goals are being achieved. Part 4 provides additional information including several questionnaires, a description of the Disability Equality in Education training for inclusion program, and suggestions for further reading. (Contains 44 references.) (DB)

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index for inclusion

developing learning and participation in schools

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in collaboration with

Centre for Educational Needs, University of Manchester

Centre for Educational Research, Canterbury Christ Church University College

EC 307163

summary

The *Index* is a set of materials to support schools in a process of inclusive school development. It is about building supportive school communities which foster high achievement for all students. The process of using the *Index* is itself designed to contribute to the inclusive development of schools. It encourages staff to share and build on their existing knowledge and assists them in a detailed examination of the possibilities for increasing learning and participation for all their students.

The *Index* involves a process of school self-review on three dimensions concerned with inclusive school cultures, policies and practices. The process entails progression through a series of school development phases. These start with the establishment of a co-ordinating group. This group works with staff, governors, students and parents/carers to examine all aspects of the school, identifying barriers to learning and participation, deciding priorities for development and sustaining and reviewing progress. The investigation is supported by a detailed set of indicators and questions which require schools to engage in a deep, and challenging exploration of their present position and the possibilities for moving towards greater inclusion.

index for inclusion
developing learning and participation in schools

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Acknowledgments

Acknowledgment is given to Dr Yola Center, Macquarie University, New South Wales, Australia who, with colleagues in 1988, developed an 'integration index' for individual children. In 1996 first meetings were arranged between Mark Vaughan of CSIE and Professor Mel Ainscow at the Centre for Educational Needs, University of Manchester to discuss the Australian model along with work by Luanna Meyer and colleagues at Syracuse University, USA. The focus moved from an Index on a child to an Index for a school. The *Index* Team was brought together, resulting in a first, second and finally third version of the *Index for Inclusion* for schools.

Many others have influenced the development of this work. We would like to give particular mention to Susan Hart, John MacBeith and Mara Sapon-Shevin.

Special thanks are given to the local education authorities and schools that took part in the *Index* trials.

1997-98:

- Birmingham LEA: Ridpool Primary School and Nursery.
- Harrow LEA: Cannon Lane First School.
- Stockport LEA: Etchells Primary School.
- Tameside LEA: Egerton Park Community High School, Flowery Field Primary School, Two Trees High School.

1998-99:

- Birmingham LEA: Acocks Green Junior School, Frankley Community High School, Gilberstone Primary School, Golden Hillock Secondary School.
- Bradford LEA: Beckfoot Grammar School, Buttershaw Upper School, Girlington First School, Scotchman Middle School.
- Harrow LEA: Harrow High School, Hatch End High School, St John Fisher RC First and Middle School, Welldon Park Middle School.
- Tower Hamlets LEA: Bangabandhu Primary School, George Green's Secondary School, Morpeth Secondary School, Olga Primary School.

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Photographs Sally and Richard Greenhill
Design Susan Clarke
Production Expression, IP23 8HH

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ISBN 1 872001 82 3
Price £24.50 (incl. UK p+p)

CSIE provides information about inclusion and related issues (see web site at: http://inclusion.uwe.ac.uk). Its work is based on human human rights principles now endorsed within the 1989 United Nations Convention on the Rights of the Child and UNESCO's 1994 Salamanca Statement and Framework for Action. The Centre is funded largely by donations from trusts and foundations, with additional income from the sale of publications and donations from local education authorities, along with occasional grants from central Government for specific projects, such as the *Index for Inclusion*.

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part 1
an inclusive approach to school development

Introduction

The *Index* is a set of materials to support schools in a process of inclusive school development, drawing on the views of staff, governors, students*, parents/carers and other community members. It is concerned with improving educational attainments through inclusive practice. The process of working with the *Index* is itself designed to contribute to the inclusive development of schools. It encourages staff to share and build on their existing knowledge about what impedes learning and participation in their schools. It assists them in a detailed examination of the possibilities for increasing learning and participation in all aspects of their school for all their students. It is not seen as an additional initiative for schools but as a systematic way of engaging in school development planning, setting priorities for change, implementing developments and reviewing progress.

* Within the materials we use the term students to refer to children and young people in schools irrespective of age.

The *Index* was produced over three years by a team of teachers, parents, governors, researchers and a representative of disability groups, with wide experience of attempts to develop more inclusive ways of working. An initial version was piloted in six primary and secondary schools in 1997-8, funded by the Centre for Studies on Inclusive Education. These schools found that the approach helped to raise awareness of inclusion and enabled them to focus on issues for development that might otherwise have been overlooked. Drawing on this experience, a second version of the *Index* was produced. It was evaluated in a detailed programme of action research, funded by the Teacher Training Agency, in seventeen schools in four Local Education Authorities (LEAs) during the school year 1998-99. The work in these schools was used to generate the ideas and materials provided in this current version, which has been financially supported by the Department for Education and Employment, including its free distribution to all primary, secondary and special schools and LEAs in England.

Using the materials in a variety of ways

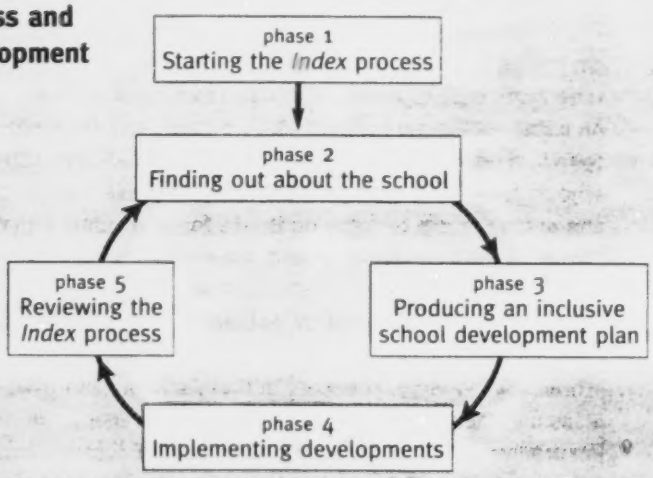
People will wish to use the materials in a variety of ways, although the *Index* process introduced here and described in detail in Part 2, is written with the assumption that it is initiated and led from within individual schools. In some areas, groups of schools will work in collaboration with each other and with LEA advisory staff. Some aspect of the materials may be used as the basis for working with a group of teachers, or governors in order to raise awareness about inclusion which may lead later to a more detailed engagement with the materials. The *Index* may also be used to structure a piece of individual or group research by teachers in a school.

We welcome any ways of using the materials which help to promote greater reflection about inclusion and lead to greater participation of students in the cultures, curricula and communities of mainstream schools.

The *Index* process

Part 2 sets out a series of five phases for collaborative work with the *Index*. The relationship between the *Index* process and a school development planning cycle are shown in figure 1. The first phase starts with the school development planning team establishing a co-ordinating group. The members of this group inform themselves and the rest of the staff about the *Index* concepts, materials and methods for gathering together knowledge about the school from all members of the school's communities. In phase 2, the materials are used as the basis for a detailed exploration of the school and the identification of priorities for development. Phase 3 involves the modification of the school development plan to make it reflect inclusive aims and the particular priorities identified in phase 2. In phase 4 developments are implemented and supported, and in phase 5 progress in developing inclusive cultures, policies and practices is reviewed.

figure 1
The *Index* process and the school development planning cycle



However, the *Index* is not only about a carefully planned, step by step process of change as assumed in many approaches to school development planning. The *Index* is also concerned with changes in cultures and values which may enable staff and students to adopt inclusive practices which go beyond any particular identified priority. With appropriate support the *Index* process can add a fresh impetus to the school development cycle.

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The dimensions, indicators and questions

Inclusion and exclusion are explored along three interconnected dimensions of school life: cultures, policies and practice (see figure 2).

figure 2 **The dimensions in the *Index***

Dimension A: Creating inclusive CULTURES
This dimension is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. It is concerned with developing inclusive values, shared between all staff, students, governors and parents/carers that are conveyed to all new members of the school. The principles derived within inclusive school cultures guide decisions about policies and moment to moment practice so that the learning of all is supported through a continuous process of school development.

Dimension B: Producing inclusive POLICIES
This dimension is about securing inclusion at the heart of school development, permeating all policies, so that they increase the learning and participation of all students. Support is considered as those activities which increase the capacity of a school to respond to student diversity. All forms of support are brought together within a single framework and are viewed from the perspective of students and their development rather than school or local education authority administrative structures.

Dimension C: Evolving inclusive PRACTICES
This dimension is about making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation. Staff mobilise resources within the school and local communities to sustain active learning for all.

These dimensions have been chosen to direct thinking about school change. In the past, too little attention has been given to the potential of school cultures to support or undermine developments in teaching and learning. It is through inclusive school cultures that those changes in policies and practices, achieved by a school community, can be sustained and passed on to new staff and students.

Although they have to appear in print in a particular order, the three dimensions are meant to be seen as equally important to the development of inclusion within a school. They can be represented along the sides of an equilateral triangle (see figure 3).

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figure 3
The three dimensions of the *Index*

Each dimension is divided into two sections to focus attention on broad activities in which schools need to engage as they increase learning and participation (see figure 4).

figure 4 **Dimensions and sections**

Dimension A: Creating inclusive CULTURES
1 Building community
2 Establishing inclusive values

Dimension B: Producing inclusive POLICIES
1 Developing a school for all
2 Organising support for diversity

Dimension C: Evolving inclusive PRACTICES
1 Orchestrating learning
2 Mobilising resources

The dimensions and sections might also be used to structure a school development plan and become headings within it. Where the meaning of a section heading is not immediately accessible it may be clarified by a re-reading of the brief descriptions of the dimensions. Each section contains up to twelve indicators and the meaning of each indicator is clarified by a series of questions. The dimensions, sections, indicators and questions provide a progressively more detailed map to guide the exploration of the current position of a school and to plot future possibilities. The dimensions, indicators and questions are set out in full in part 3 of these materials.

It is important to remember that the dimensions overlap: developments in school cultures require the formulation of policies and the implementation of practice. However we have tried to avoid the duplication of indicators and questions and to raise an issue in the dimension where it may make most impact. In drawing up priorities and making changes in your school you may wish to consider how a particular priority for change associated with one dimension will require changes in the others.

The indicators represent statements of aspiration against which existing arrangements can be compared in order to set priorities for development. In some schools, staff and governors may conclude that they do not wish to engage with particular indicators at present, or that these do not indicate a direction in which they wish to travel. We expect schools to respond in different ways and to adjust the materials to their own requirements while recognising that school improvement also requires a challenge to current ways of working.

The questions following each indicator help to define its meaning in ways that invite schools to explore it in detail. They prompt the thinking of groups within schools about a particular indicator and draw out existing knowledge about the school. They sharpen the investigation of the school, provide additional ideas for development activities and serve as criteria for the assessment of progress. A considered sharing of what is known already about the school and the barriers to learning within it, is an essential part of using the *Index*. Work with the *Index* should not divert attention from an understanding of problems, and potential solutions that are already well articulated within the school, or might be so with encouragement.

There are schools to which some of the indicators and questions do not apply. Single-sex schools and many religious denomination schools do not set out to include all students from their locality. Nevertheless such schools often do wish to plan for their inclusive development and will wish to adapt the indicators and questions to suit their purposes. Other indicators and questions refer to matters which are also the responsibility of LEAs, such as access to school buildings, statements and admissions policy. We hope that schools and LEA personnel will work constructively together to produce building plans, procedures for statements of special educational need, and admissions policies, which encourage the participation in the mainstream of all students from a school's locality.

Defining support in the Index

Dimension B contains an inclusive definition of 'support' or 'learning support' as 'all activities which increase the capacity of a school to respond to student diversity'. Providing support to individuals is only one way of attempting to make lessons accessible to all students. Support is also provided, for example, when teachers plan lessons which recognise different starting points and learning styles of students or when staff explore the possibilities of peer tutoring. Individual support will generally aim to increase the inclusiveness of curricula. Support, then, is an integral part of all teaching, and this is reflected in dimension C, in the notion of 'orchestrating learning'. Though major responsibility for the co-ordination of support may rest with a limited number of people, all staff are involved in support activities.

The approach to inclusion in the *Index*

The development of the *Index* has built on earlier work of researchers in Australia and North America who devised indices for assessing the quality of inclusion of students with impairments.[1, 2] Unlike these earlier

initiatives, however, the *Index for Inclusion* focuses on all aspects of school life and is concerned with the participation of all members of a school's communities. Inclusion is linked to a scrutiny of all the ways in which schools may marginalise or exclude students. Schools that are apparently successful at including some students with particular disabilities may at the same time impede the participation of other groups. Further, we take the view that the inclusion of students with impairments, who are a very broad and varied group, is best served when schools are responsive to all aspects of their diversity.

Inclusion is sometimes seen as primarily involving the movement of students from outside to inside mainstream schools, with the implication that they are 'included' once they are there. However, in our view, inclusion is a set of never ending processes. It involves the specification of the direction of change. It is relevant to any school however inclusive or exclusive its current cultures, policies and practices. It requires schools to engage in a critical examination of what can be done to increase the learning and participation of the diversity of students within the school and its locality.

Some elements of the view of inclusion in the *Index* are addressed in figure 5. These can be used as a starting point for discussion. Staff and others associated with the school will deepen their view of inclusion as they engage with the *Index* materials.

figure 5 Inclusion in education

- Inclusion in education involves the processes of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Inclusion involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.
- Inclusion is concerned with the learning and participation of all students vulnerable to exclusionary pressures, not only those with impairments or those who are categorised as 'having special educational needs'.
- Inclusion is concerned with improving schools for staff as well as for students.
- A concern with overcoming barriers to the access and participation of particular students may reveal gaps in the attempts of a school to respond to diversity more generally.
- All students have a right to an education in their locality.
- Diversity is not viewed as a problem to be overcome, but as a rich resource to support the learning of all.
- Inclusion is concerned with fostering mutually sustaining relationships between schools and communities.
- Inclusion in education is one aspect of inclusion in society.

Developing a language for inclusion

'Inclusion' or 'inclusive education' is not another name for 'special needs education'. It involves a different approach to identifying and attempting to resolve the difficulties that arise in schools. The concept 'special educational needs' is not used in this document since we argue that the approach with which it is associated has limitations as a way of resolving educational difficulties and can be a barrier to the development of inclusive practice in schools. It confers a label that can lead to lowered expectations. In focusing on the difficulties experienced by categorised students it may deflect attention from those experienced by others. It can encourage some teachers to think that the education of students in their classes categorised as 'having special educational needs', is primarily the responsibility of a specialist. When educational difficulties are attributed to student deficits this may obscure barriers to learning and participation that occur at all levels of the system and those developments in school cultures, policies, and practices that will minimise educational difficulties for all students.

However, the concept of 'special educational needs' remains part of the culture and policy framework of all schools and influences a variety of practices. Although they do not have to use the title by law, most schools designate someone as a 'special educational needs coordinator' and are encouraged to do so by the 'Code of Practice on the identification and assessment of children with special educational needs',[3] as well as the Teacher Training Agency's 'standards for special educational needs coordinators'.[4] The terms 'learning support coordinator', 'learning development coordinator' or 'inclusion co-ordinator' may help to connect work with students who experience difficulties in learning with broader concerns of teaching and learning for all students in a school. In other respects there is even less flexibility, for example in the language of statements, the stages of the Code of Practice, the use of Individualised Education Plans and the information that schools have to provide to account for their expenditure on 'special educational needs'. Although the shift to a different way of thinking about educational difficulties creates complexity in making us do two things at once, this should not be too much of an innovation for teachers used to facing several directions simultaneously.

Barriers to learning and participation

Within the *Index* the concept 'special educational needs' is replaced by the term 'barriers to learning and participation'. Consequently, inclusion is seen to involve the identification and minimising of barriers to learning and participation and the maximising of resources to support learning participation. Barriers, as well as the resources to reduce them, may be found in all aspects of the system: within schools; communities; and local and national policies. Barriers can prevent access to a school or limit participation within it. The questions in figure 6 can be useful in sharing what is already known about barriers to inclusion within a school.

figure 6 **Addressing barriers and resources**

- Who experiences barriers to learning and participation in the school?
- What are the barriers to learning and participation in the school?
- How can barriers to learning and participation be minimised?
- What resources are available to support learning and participation?
- How can additional resources be mobilised to support learning and participation?

A social model of difficulties in learning and disabilities

The use of the concept 'barriers to learning and participation' for the difficulties that students encounter, rather than the term 'special educational needs', implies a social model of difficulties in learning and disability. Such a model informs this document throughout. It contrasts with a medical model in which difficulties in education are seen as produced by personal deficiencies or impairments. According to the social model, barriers to learning and participation arise through an interaction between students and their contexts; the people, policies, institutions, cultures, and social and economic circumstances that affect their lives.

Disabilities are barriers to participation for students with impairments or chronic illness. Disabilities are created by the interaction of discriminatory attitudes, actions, cultures, policies and institutional practices with impairments, pain, or chronic illness.

Impairment can be defined as 'a long term limitation of physical, intellectual or sensory function'[5], though the notion of an intellectual impairment is problematic and may suggest an unwarranted physical basis to difficulties. While there may be relatively little that schools can do to overcome impairments, they can have a considerable impact in reducing disabilities due to physical, personal and institutional barriers to access and participation.

The Macpherson Report[6], following the inquiry into the way the murder of Stephen Lawrence in London had been handled by the Metropolitan Police, brought to everyone's attention, for a while, the institutional racism that resides not only within police forces but in all our institutions, including schools and education offices. Because people are often more familiar with discussion of racism or sexism than disablism, they may be less aware of the involvement of people and institutions in the creation of disability. Racism, sexism, classism, homophobia, disablism, and bullying all share a common root in an intolerance to difference and the abuse of power to create and perpetuate inequalities. Making schools more inclusive may involve staff in a painful process of challenging their own discriminatory practices and attitudes.

What schools can hope to achieve

Inclusion is said to be 'the keystone'[7] of Government education policy. We are not suggesting that schools have it in their power to remove all barriers to inclusion in education, since many such barriers reside within contexts over which schools have very little control. For example, some of the most powerful barriers to learning and participation are associated with poverty and the stresses it produces.

As far as we are able, we have set out in this document a clear and comprehensive view of what inclusion might mean for the development of schools. Our experience tells us that many schools, including those in economically poor areas, find this helpful in analysing what they do, determining priorities for change and putting these priorities into practice.

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5 Adapted from Disabled People's International. 1981.

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the *Index* process

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part 2
the *Index* process

Here we describe how the *Index* can be incorporated into school development planning and how school development planning may be influenced by the *Index*. The *Index* process, itself, contributes to the development of inclusion since it involves everyone connected to the school. The process starts from the first engagement with the materials. The *Index* builds on the knowledge of all members of the school's communities and is adapted to the particular circumstances of the school. In this way it encourages the whole school to take ownership of the process of inclusive school development. This step is perhaps the most critical. If changes introduced as a result of working with the *Index* are to be sustainable, then they need to be experienced as improvements to teaching and learning by staff and students. They need to become part of the school cultures.

The phases of the *Index* are set out in detail in figure 7.

figure 7 **The *Index* process**

phase 1 Starting the *Index* process (half a term)
Setting up a co-ordinating group
Raising school awareness about the *Index*
Exploring the knowledge of the group
Preparing to use the indicators and questions
Preparing to work with other groups

phase 2 Finding out about the school (one term)
Exploring the knowledge of staff and governors
Exploring the knowledge of students
Exploring the knowledge of parents/carers and members of local communities
Deciding priorities for development

phase 3 Producing an inclusive school development plan (half a term)
Putting the *Index* into the school development plan
Putting priorities into the school development plan

phase 4 Implementing developments (ongoing)
Putting priorities into practice
Sustaining development
Recording progress

phase 5 Reviewing the *Index* process (ongoing)
Evaluating developments
Reviewing work with the *Index*
Continuing the *Index* process

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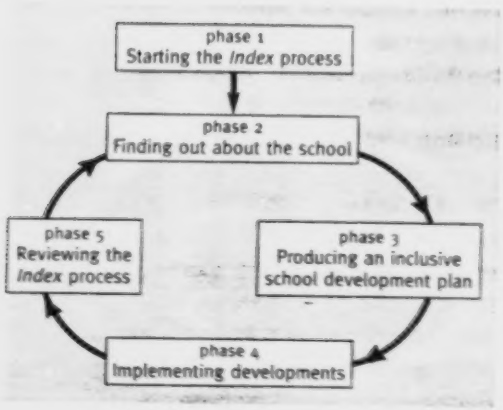
Phases 1, 2 and 3 will need to be completed well before the end of a *planning year so that priorities can be entered into the* school development plan. Phases 4 and 5 will be carried out as the new planning year begins. Phase 4 involves putting into practice all priorities in the school development plan, including those identified through using the *Index* materials. In phase 5, progress is reviewed and modifications made to the *Index* process for the school. The *Index* materials are used to explore what has been achieved and to identify new priorities for the following year.

As the exploration of school cultures, policies and practices proceeds, opportunities for inclusive development may become apparent that were previously unnoticed. Staff may experience a sense that the school is less inclusive in some respects than they first thought, as happened in some of the pilot schools. This may be balanced by the uncovering of resources to support participation and practices in staff, students, parents/carers and in the surrounding communities.

phase 1
Starting the *Index* process



This first phase of the *Index* starts with embedding the process within existing school development planning structures and should be completed within half a term. A co-ordinating group is established which reflects the main areas of the school, and ensures that there is a constructive challenge to existing perspectives on the school. The group informs themselves about the materials and the *Index* process. They make a commitment to carry the process forward with all staff in the school and with parents/carers, students, and members of the local communities.

Setting up a co-ordinating group

If the *Index* is to be considered as a means for school development then the head teacher and other senior staff have to be involved at a very early stage and plan the work on the *Index* so that it coincides with the school development planning cycle. An existing school development planning team might initiate the work and form the main part of the co-ordinating group. The learning support co-ordinator in the school should be a member of the group. However, there may be a need to make the group more inclusive of the gender and ethnic composition of the school and to expand the group to include representatives of parents/carers and students. The group will need to be able to reflect on all aspects of school life. New people may be co-opted as the work progresses. A chair of the group may need to be chosen if this is to be a different person from the chair of the school development planning team.

Including a critical friend

We strongly recommend that the group includes 'a critical friend'. This should be someone from outside the school, who knows the school reasonably well. This is a supportive rather than an inspectorial role from someone who has the confidence of the group and the school and will respect the sensitive nature of some of the discussions in which they will be involved. He or she might be able to help with the detailed investigation of the school and the gathering of views of staff, parents/carers and students.

Comment from the *Index* trials

'Any school thinking of using the *Index* would be well advised to link up with another school (or more) to maintain the momentum for change and enhance the breadth of issues for debate.'

One role of the critical friend is to help to ensure that the exploration of the school goes beyond a surface examination. However all members of the team will need to share this role, offering a constructive challenge to colleagues to produce evidence for their opinions and conclusions about the school. Similarly when someone makes an

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assertion about the school they should do so in a way that invites discussion.

People who have been asked to fulfil the role of critical friend in the pilot schools include, teachers from other schools, educational advisers, educational psychologists and members of institutions of higher education. A primary and secondary school chose to use the opportunity of the *Index* to establish closer links by having the learning support co-ordinator in each school as the other's critical friend.

Attending to group processes

The co-ordinating group has to become a model for inclusive practice within the school, operating collaboratively, ensuring that everyone is listened to carefully, irrespective of gender, background or status and that no-one dominates discussions. It will need to be clear from the start that the *Index* is not to be used as a challenge to anyone's professional competence but as a way of supporting school and professional development. The group members will need to feel that they can trust each other and that it is possible to speak freely and when necessary, in confidence.

Raising school awareness about the *Index*

The group might take further shape following an initial brief session about the *Index* with the whole staff, so that people who particularly wish to be involved can come forward. It is important that before any specific planning decisions are made, members of the wider school community are informed about the *Index* and its overall purposes.

It should be made clear to staff that, at this stage, the co-ordinating group is in the process of getting to know the materials. This session might involve someone from outside the school who has already worked with the *Index* and with the issues of inclusion that it addresses, or it might be led by a member of staff, such as the chair of the co-ordinating group who has familiarised him or herself with the *Index* materials.

Exploring the knowledge of the group

In all schools staff have a wealth of beliefs and knowledge about what impedes the learning and participation of students although it is sometimes difficult for this knowledge to inform the priorities for development within the school. The *Index* provides an opportunity for common knowledge or personal insights to be placed on the agenda for discussion.

Members of the co-ordinating group will need to examine the concepts and elements of the *Index*, so that they can develop a shared view when introducing the *Index* to others. We suggest that they work with the concepts to reflect on their existing knowledge of barriers to learning and participation in the school and how they can be minimised. They will need to evaluate how the *Index* materials can build on this knowledge to

structure a more detailed exploration of the school. They might carry out these tasks at a meeting or series of meetings where they work their way through eight activities, each given a clear time-limit. They will need to read part 1 carefully in preparation for the meeting. There are likely to be additional issues that the group will need to discuss which have emerged from reading part 1 or are thrown up by engaging in the activities.

activity 1 What is inclusion?

Some elements of an approach to inclusion are given in figure 5 on page 12. There are other ways of thinking about inclusion, but this is the view that has informed the *Index*. The central tasks for inclusion involve increasing the learning and participation of students and minimising barriers to their learning and participation. These match the principal goals of school development planning. We do not expect that there will be agreement about every aspect of our approach. The *Index* is meant to be flexible enough to be adapted to a wide range of views within schools providing they adopt its central aims. Discussion about inclusion often reveals strongly held views and it is unlikely for these to be fully aired or for differences to be resolved, during a brief activity about inclusion. As work progresses with the dimensions, indicators and questions, over the year, this will help to form a more detailed and practical approach to inclusion. However, we suggest that the co-ordinating group spend some time, at this point, discussing each of the elements of the approach.

activity 2 What is learning support?

An inclusive notion of learning support was introduced in part 1, page 11, as 'all activities which contribute to the capacity of a school to respond to the diversity of its students'. This broad notion of support is a key concept of the *Index* and the co-ordinating group might consider the implication that such a view has for the way support work is organised within the school. They may wish to return to this in considering the indicators and questions in activity 5 and 6.

Comment from the *Index* trials

'We see the *Index* as the basis for further work relating to the capacity of schools to include students with diverse needs.'

activity 3 Using the dimensions of the *Index*

The co-ordinating group will need to discuss the outline of the dimensions given in figure 2, page 9, and the way they are given meaning by the sections and indicators in the lists given in part 3, pages 46 to 48. They will need to explore the way the dimensions overlap. For example assessment issues are addressed under dimension C but there will also be a school policy on assessment. This is not represented in dimension B to avoid repetition. Each dimension is divided into two sections, and the group should reflect on how these section headings can be used to direct thinking further.

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activity 4 Barriers to learning and development

The co-ordinating group, might start to share their existing knowledge of the school by considering who experiences barriers to learning and participation amongst students and also staff. Then they attempt to share their knowledge of the barriers to learning and participation within the cultures, policies and practices of the school. We recognise that many of the barriers may be located within communities and in social conditions over which staff have very little control, but the emphasis here is on what can be done by the school to overcome barriers to learning and participation. The group may structure its discussion around the following questions:

- Who experiences barriers to learning and participation in the school?
- What are the barriers to learning and participation in the school?
- How can barriers to learning and participation be minimised?

activity 5 Resources to support learning and development

The idea of mobilising resources is another central concept in the *Index* and forms the heading for the second section of dimension C. The *Index* encourages schools to consider the material and human resources that are currently under-utilised but could be drawn upon to improve the learning and participation of students. It may be, for example, that the knowledge of some teachers of particular curriculum areas or teaching approaches might be more widely shared; or that the knowledge of parents about their children might be more frequently drawn upon. In looking at barriers to learning and participation there can seem to be an emphasis on gaps in practice. The examination of human resources is an opportunity to focus on positive aspects of the school.

We suggest that members of the co-ordinating group continue to examine their knowledge about the school by discussing answers to the following questions, in relation to the school's material resources, staff, governors, students, parents/carers and communities:

- What resources are available to support learning and participation?
- How can additional resources be mobilised to support learning and participation?

Preparing to use the indicators and questions

The co-ordinating group will need to become familiar with the indicators and questions and how they can be used to explore the cultures, policies and practices in the school with all groups. The use of the indicators and questions is intended to build on what is already known by making it public, as well as by encouraging a deeper exploration of the school. However it is also important to suspend judgement and use the *Index* to question pre-conceptions about the school. While a sharing of existing knowledge may reveal personal or even shared priorities for development these should remain provisional until there has been a broader consultation and an examination of the school using the

indicators and questions to direct attention to areas of school life that may have been missed.

activity 6 Examining the indicators

The members of the group should each read the list of indicators on pages 46 to 48, carefully. A method that has been found useful as a starting point for familiarising groups with the indicators has been to print each one, or its letter and number, on a separate card. The group sorts the cards into four piles according to how well they feel the statement represents the school.

The four piles should be labelled; 'definitely agree', 'agree to some extent', 'definitely disagree' and 'need more information' to decide. Items might be placed on the last pile because not enough information is available to make a decision or because it is unclear what the indicator means for the school. Alternatively this activity could be carried out by the group working with the indicators printed as questionnaire 1, in part 4.

This activity can be repeated again after the more detailed examination of the indicators with their questions. The questions may lead to a revision of judgements, and in clarifying the meaning of an indicator, help a provisional view to be formed about the items in the 'need more information' pile.

activity 7 Examining sample questions

The group will need to look together at a couple of indicators and questions to think about how they are best used. The indicators, with their associated questions, have been printed on separate sheets in a form that can be reproduced on a transparency. For example, B.1.5 is an indicator in dimension B, *Developing inclusive policies*, about induction policies for new students. The response to this particular indicator depends on the views of students and would be difficult to answer unless these views are already well known.

B.1.5 | ***All students, new to the school, are helped to feel settled***

- Does the school have an induction programme for students?
- Does the induction programme work well for students and their families whether they join at the start of the school year or some other time?
- Is information available on the national and local education system as well as about the school?
- Does the induction programme take into account student differences in attainment and home language?
- Are new students paired with more experienced students when they first enter the school?
- Are steps taken to find out the extent to which new students feel at home in the school after a few weeks?
- Is there support for students who have difficulty memorising the building layout, particularly when they first join the school?
- Are new students clear about who to see if they experience difficulties?

- Are steps taken to familiarise students with the school before they transfer from pre-school or primary school?
- When students are due to transfer from one school to another, do staff in each school collaborate to ease the change?

In looking at the indicators, each member of the group may have formed a judgement of how well any induction programme for students works in the school. While for layout reasons the questions imply a simple answer of yes or no, they are meant to be 'to what extent' questions, with a range of responses that can be debated. The members of the group should look at each question and put it in four categories as discussed for the indicators. Each question might be marked with a tick (mainly), a dash (to some extent), a o (rarely) and a ? (need more information). The lists of questions, like the indicators, are not sacrosanct or exhaustive. We expect people to disagree with the usefulness of some questions and to add others when an issue is not covered. As a group they might consider the steps they would take to examine student induction policies further and put in place improvements to the programme for new students.

A discussion of the induction policy for students might raise questions about the induction policy for staff examined under indicator B.1.2. Inclusion in a school is about all staff as well as students. In some schools such a discussion may raise issues about which people feel sensitive and this may serve as a rehearsal in handling discussions in which strong feelings emerge during wider consultations. While each member of the group will have been new to the school at some point in the past the questions would be difficult to answer without new staff contributing their experiences wherever in the school they work.

B.1.2 | ***All new staff are helped to settle in to the school:***

- Does the school recognise the difficulties that new staff may have in settling into a new job in what may be a new locality?
- Do longer serving staff avoid making new staff feel outsiders, for example by the use of a 'we' or an 'us' which excludes them?
- Does every new member of staff have a mentor who is genuinely interested in helping him or her to settle into the school?
- Does the school make new staff feel that the experience and knowledge they bring to the school is valued?
- Are there opportunities for all staff to share their knowledge and expertise so that this includes contributions from new staff?
- Are new staff provided with the basic information they need about the school?
- Are new staff asked about what additional information they need, and is it provided?
- Are the observations about the school of new staff sought and valued for the fresh insights that they may contain?

activity 8 Reviewing all the indicators and questions

After they have worked together on a couple of indicators and their associated questions, the members of the co-ordinating group should read carefully through all the indicators and questions. They should respond to each question, make notes of issues raised, and where appropriate suggest fresh questions. Sufficient copies of the indicators and questions must be available. This reading and analysis might take place within a meeting of the co-ordinating group or be done between meetings.

The purpose here is to gain familiarity with the materials, not to conduct a full investigation of the school. The idea is to examine how the indicators and questions might be used to extend existing knowledge of the school, by guiding a detailed exploration over a period of time which will lead to the setting of priorities. The group might identify particular issues that need to be explored within the school that are not encompassed by the questions that are asked.

There is a summary sheet in part 4 (see page 95) so people working through the indicators and questions can record their priorities for development. This sheet will be used with staff but most students and parents will be unlikely to work through the materials in this degree of detail. Members of the coordinating group should consider a priority for change in each section of each dimension of the *Index*. They may feel that there is nothing that needs to be done in a particular section, but should also think about the implications of an identified priority in one dimension for changes required in another. The priority might be framed in terms of an indicator or group of indicators, a question or group of questions or an issue that is important to the school that is not covered within the indicators and questions in the *Index*.

Comment from the *Index* trials

'The *Index* offers a process for schools to identify the changes they need to make in terms of attitudes, beliefs and practices in order to include all their students.'

Members of the group might report back by considering how using the indicators and questions to explore the school adds to existing knowledge about the cultures, policies and practices within the school. They might do this in relation to the following questions:

- What is being done in the school to overcome barriers to learning and participation ?
- What needs to be refined?
- What requires further investigation?
- What new initiatives are needed?

They might then look at one or two further indicators about which particular concerns have been raised and go through the questions together in detail.

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Preparing to work with other groups

The co-ordinating group will need to prepare themselves thoroughly for working with staff and other groups in the school, and will need to study the guidance for phases 2, 3, 4 and 5 before initiating any activities. Working with groups of staff, governors, parents/carers or community members can provide a considerable amount of information in a short time. All members of the school should contribute and particular arrangements may have to be made to gather the views of staff who may not attend staff meetings, such as dinner supervisors and administrative staff.

There may not be time to gather information from every student in the school and the co-ordinating group will need to take decisions about which groups engage in detailed discussions, though everyone might be given an opportunity to contribute in some way. Equally a range of parent/carer views should be sought with a variety of opportunities given to express an opinion.

Using questionnaires

In previous versions of the *Index* the indicators were used as the basis for a questionnaire, to which staff, parents and students were meant to respond. Difficulties arose because the full range of indicators was more relevant to some groups than others and because there was a tendency to see the completion of questionnaires as the end of the information gathering process.

In working with staff the indicators should always be related to the questions which define their meaning and lead to a deeper engagement with the cultures, policies and practices in the school. We have included the indicators in questionnaire format in part 4. Useful questionnaires for parent/carers and students can be formed by a combination of statements derived from indicators and specific statements about issues known to be important in the school.

The questionnaires might be different for parents and students, and be related to the student's age. A shortened and modified version of the indicators which seemed to be of most relevance to students and parents can be found in part 4, page 98 (questionnaire 2), which can be used as a basis for producing customised questionnaires. Some students and some parents/carers/community members, may wish to engage with all the indicators and questions and complete the summary sheet. Questionnaires may need to be adapted so that they are accessible to those who cannot read English fluently. Help might be obtained from someone with experience in putting together simple questionnaires.

Student questionnaires would most likely be completed in a group. With young children it may be best to read each question before students respond, and offer help to those who have difficulty with the language or instructions or in writing their priorities which are meant to be put at the end of the questionnaires.

Four sample questionnaires for students and parents that have been used in explorations of schools, are also placed in part 4 (questionnaires

3 to 6) and the co-ordinating group should familiarise themselves with them. As for staff, questionnaires with parents and students should be seen as a start to deeper engagement.

There are other pitfalls in using questionnaires. There is a tendency for people to agree with statements on the questionnaire and hence to make the school appear more inclusive than it is. In one school in the pilot study, work was done with students to help them make a distinction in their responses between what they would like to think was true and what they actually thought was true of the school. 'Bradford City is everybody's favourite football team' was taken as an example of a statement with which many of the students might be tempted to agree in that city, but which was clearly false. The tendency of some students to say what they think their teachers would like to hear may also need to be discussed. As one teacher commented: 'Students are unlikely to disagree with the statement "the teachers think every lesson is important" for fear of reprisals unless the teacher makes it clear that a totally honest answer is required'.

Communication lost and regained

Following concern expressed by the LEA inspection team, a junior school went through a period of intense development resulting in a successful Ofsted report. A new head teacher decided to introduce the *Index*. However, the staff did not share her enthusiasm for any further changes.

At the end of the first term of using the *Index* the head teacher was disheartened. She reported that she had failed to gather together a co-ordinating group and found herself working on the *Index* on her own. Using the *Index* without support from her staff was much more difficult than she had anticipated.

Her staff had serious misgivings about what she meant by inclusion and they wanted reassurances that certain children would continue to be excluded from the school.

She acknowledged that, 'It was a mistake not to consult staff before starting work on the *Index*. But because I very much wanted the school to become more inclusive, I let my own passion lead me'.

During the next term the head teacher continued with her investigations using the *Index*. These revealed that:

- Staff's efforts to involve Asian parents/carers were not succeeding.
- Communication between governors and staff was poor.

These two specific concerns, plus the difficult start to the *Index*, suggested to the head teacher that levels of communication in the school were a real cause for concern.

As a result the following priorities were identified and developments started:

- Providing more information to governors so that they are actively involved in school life and, in particular, school developments.
- Organising a programme of school social events to help to break down barriers between parents/carers and staff.
- Developing an induction programme for new children that is supportive for them, as well as for their parents/carers and staff.
- Devising a framework to respond to staff's concerns about issues of inclusion so that an inclusion policy can be developed, through which the school's philosophy and intentions are made explicit, understood and widely disseminated.

After a very difficult start at the beginning of the *Index*, all four priorities have led to improvements in communications between different groups in the school. Doing so has, at the same time, helped to sustain the process of school development more generally.

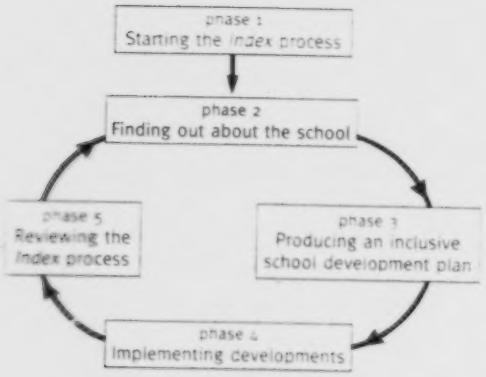
Resource implications

Working with the *Index* has obvious resource implications for staffing as well as material costs, particularly in photocopying. Time is required from staff, particularly the co-ordinating group. In the first year of using the *Index* this may be much more than is usually spent on school development planning although if the activities are integrated into the planning cycle this will reduce in subsequent years. In some schools staff have based work for a Masters Degree, or other qualifications on the *Index* process in their schools and this has made a double use of some of their time.

Managing the materials

All the materials will need to be kept accessible to the group. Each school may have only one or two *Index* folders. Schools are free to photocopy any of the materials and these can be placed in additional folders. Each member of the co-ordinating group will need to keep his or her own set of materials. Members of the co-ordinating group and other members of staff working with the materials may wish to add pages to the folder as the work progresses. These might include such items as additional indicators and questions, personal work with the dimensions, reports of the analysis of findings from consultations, overheads for presentations.

phase 2
Finding out about the school



In this second phase of the *Index* the members of the co-ordinating group use their knowledge of the *Index* process to work with other groups in the school. They ensure that the perspectives of all groups associated with the school are represented. The group analyses the results of these consultations and initiates any further investigations necessary to complete the survey of school cultures, policies and practices. Priorities for development are then agreed with the staff in the school. This phase might take about one term.

Phase 2, as all other work with the *Index*, will differ from school to school. The co-ordinating group is responsible for judging the best way that the process can be carried forward and how to make the most of the opportunities for development that present themselves as members of school communities share their knowledge and as aspects of the school are examined.

Exploring the knowledge of staff and governors

The work with the staff and governors draws on the co-ordinating group's experience of familiarising themselves with the materials. We suggest that the group follow the same process of drawing on existing knowledge around the key concepts and then refining this using the indicators and questions in order to focus down on priorities for development.

The particular approach taken to gathering information about the school will be affected by such things as the size of the school, whether the school is primary or secondary, and the nature of the group who are sharing their knowledge. In a large secondary school, for example, it will be impractical to work with the whole staff together, except for an initial awareness raising session. The engagement with the process may be conducted in departments or year groups, with a member of the co-ordinating team liaising with each. Different kinds of groups may need to come together for considering different sets of issues.

For the *Index* process to be successful there must be no penalty for voicing a minority opinion about an aspect of the school. Such views should be used as opportunities for debate and further investigation. This may be difficult within some departments of some schools if dissenting views are regarded with suspicion. In some schools there can even be an unease about damage to promotion prospects if a particular line is not followed.

Attention may have to be given to the possibility that some members of staff may be reluctant to express an opinion in front of others. A variety of opportunities for contributing to the gathering of information may

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have to be arranged including a way for individual responses to the indicators and questions to be handed to a member of the co-ordinating group. The co-ordinating group might consider setting up particular groups in which the concerns of governors, learning support assistants, lunch-time supervisors or less experienced teachers can be shared.

A staff development day

A staff development day is a useful way of starting the process of gathering information from staff and governors and we present a possible outline of such a day in figure 8 echoing the activities in phase 1. Of course this is not a prescription. The headings for the day represent a consultation process related to the agenda of the *Index*. The activities might be spread over a number of sessions or devolved to departments or year groups working with a link person from the co-ordinating group. A development day might involve more than one school working collaboratively.

There needs to be a prior planning meeting or meetings before the day in which the leaders of groups sort out the materials they will need, such as transparencies of indicators and sample indicators with questions. A decision will have to be taken about how to examine the indicators and whether copies of the indicator questionnaire are needed. Copies of the indicators and questions will need to be available for every member of staff as well as the summary sheet. Arrangements will have to be made to record the views expressed by different groups and for collecting summary sheets.

The coordinating group will be able to judge from their own experience of working with the materials how much time will be needed by others to

figure 8 **A staff development day**
Exploring learning and participation in the school

9.30 am – 10.00 am	**Introducing the *Index* and key concepts** (whole staff)
10.00 am – 11.00 am	**Working with key concepts to share existing knowledge** (groups)
11.00 am – 11.30 am	*Tea/coffee*
11.30 am – 12.30 pm	**Working with indicators** (groups)
12.30 pm – 1.30 pm	*Lunch*
1.30 pm – 2.30 pm	**Working with the indicators and questions** (groups) [working on sample indicators in the groups (half an hour) followed by individual or small group work on the rest of the indicators/questions.]
2.30 pm – 3.30 pm	**Sharing ideas about areas for development and further investigation** (whole staff)
3.30 pm – 3.45 pm	**Next steps in the process** (led by the co-ordinating group with whole staff)
3.45 pm	*Tea*

complete the same tasks. It will probably be unrealistic for staff to complete tasks within a day, particularly examining all the indicators and questions. Arrangements may have to be made for continuing the activities so that all staff can respond to the indicators and questions and complete their summary sheets. Whether or not these tasks are completed at the end of the day, it will be important to gather people together to share ideas and to describe the next steps in the development process.

Provisional areas for development and further investigation
In the latter part of the development day, ideas begin to emerge about possible areas for development, as well as those that require further investigation before a decision can be reached about whether or not there is a need for development work. Priorities should be considered in relation to an indicator or group of indicators, or a question or group of questions in each dimension and section of the *Index*. In practice there may be some issues that staff will wish to take up immediately. Others will be identified by pooling the staff information. However there will be priorities which will only emerge as the consultation is completed.

Ensuring all staff and governors have the opportunity to be included
Some members of staff and the governing body may not attend staff development days. Effort will need to be made to include them in other group meetings or individual meetings or individual study of the materials.

Planning next steps
In a staff development day the chair of the co-ordinating group will outline how the information gathered and the views expressed will be taken forward. The co-ordinating group will need to finish collecting information from staff and governors and begin to collate it. Particular issues that need to be addressed to students, parents/carers and other community members may be identified. They may be used to devise a questionnaire with these groups from scratch or as statements to be added to the modified list of indicators in questionnaire 2 in part 4.

Exploring the knowledge of students

Comment from the *Index* trials
'The use of the student questionnaires and subsequent interviews has been very powerful. One school using the *Index* intends to set up a school council next year. Staff have taken seriously students' perceptions that the school does not celebrate other cultures.'

In the pilot schools it was the perspective of students that often provided new insights into exclusionary processes and inclusionary possibilities within schools. Work on the *Index* could be integrated into the curriculum, for example in looking at communication, or the gathering of evidence, or in personal and social education. As we have stressed, schools in our pilot studies found that questionnaires worked best with students when used within a group situation as a prompt for discussion. A simplified and shortened list of indicators is provided in part 4, (questionnaire 2) to which school specific questions on which staff wish to obtain student opinions, can

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be added. Some students may need help in responding to questions. Whichever method of collecting information is chosen, it should end with an encouragement to identify priorities for change.

Exploring the knowledge of parents/carers and members of local communities

Planning ways to consult parents/carers and other community members may help to fulfil an *Index* aim of improving communication between the school and homes. Parent/carer questionnaires can also be devised from the shortened list of indicators with specific added questions. An example of such a parent questionnaire, used with a school, is provided in part 4, page 104 (questionnaire 5). The questionnaire might be constructed in collaboration with parent governors, who might also help in organising parent consultation focus groups. In one school a parent liaison worker employed in the school, and a member of the co-ordinating group, arranged for the translation of questions for those parents/carers fluent in languages other than English and acted as interpreters in the focus groups.

Groups might start with a questionnaire and lead into a more general discussion prompted by the following questions:

- What would help to improve the learning of your child/children in this school?
- What could the school do to make your child happier in school?
- What things would you most like to change about this school?

Comment from the *Index* trials

'The discussion with parents and children on the dimensions and indicators provided the most profound work on the *Index*'.

It may be helpful to go beyond the views of particular parents to those held more widely within the communities surrounding the school. The composition of the area around the school may not be reflected in the student population, for example in terms of ethnicity, impairment or class and the school may wish to try to make the school more representative. Gaining the perceptions of members of the communities may help in this process.

In one school, where there are a large number of students with a Bangladeshi background, a meeting with Bangladeshi community members was set up to hear their views about what impeded the progress of their children in education. However, very few people attended. Two subsequest consultations were then organised with the help of a senior member of the local authority advisory service, himself a member of the Bangladeshi community. He arranged for these to take place at a mosque and a community centre. He acted as an interpreter at both. They were very well attended and informative. The community members revealed a number of areas of concern around the curriculum about the need for a place outside the home where homework could be completed, about the appropriate response to extended absence of students who visit Bangladesh, and about community representation on the governing body.

Comment from the *Index* trials

'It has raised our awareness of the ways in which we communicate with and include parents.'

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Family involvement in school

In this primary school, 96% of the children have an Asian background, mainly from families whose origins are in two villages in Pakistan. The school has 14 teachers and 8 assistants, some of whom are bilingual and have similar backgrounds to the students. Amongst other recent initiatives, there has been an emphasis on family-school involvement. For example, regular workshops have been set up to help family members to support their children's reading at home. The head teacher considers that these changes have helped to form more inclusive ways of working in the school.

Two parents/carers were members of the school's *Index* co-ordinating group, which also included the head teacher, a deputy, two teachers, a bilingual nursery assistant and an educational psychologist in the role of a 'critical friend'.

One of their first investigative activities was to arrange a meeting for parents/carers about the *Index*. At this a questionnaire, based on some of the indicators and questions, was used to stimulate discussion. Interpreters were present to assist with communication. The meeting was well attended and parents/carers raised many concerns. The head teacher felt that the event was successful in fostering debate about inclusion in the school and in helping staff to formulate development priorities.

Deciding priorities for development

What needs to be addressed in the cultures, policies and practices within the school in order to increase learning and participation?

Analysing evidence

In order to draw up priorities for development the co-ordinating group examines and analyses the contributions from everyone who has been consulted. This involves a considerable amount of work and it has to be shared, particularly in a large school. The critical friend might have been chosen for their ability to give help with this process. Given the staggered nature of consultations it may be possible to collate the information as it is collected. It will be advisable to keep information from students, parents, staff and governors separate initially, so that any differences of group perspective can be revealed and explored. It may be important to look specifically at subgroups of staff such as classroom assistants and ancillary staff. It may be desirable to collate separately information from different departments within a school.

Collecting further information

During the initial consultations, issues will have been identified which can be clarified by gathering further information. Some of these concerns may have been fed into the consultation process as staff, for example, identified questions that they wished to see addressed to other groups. However, additional information may need to be collected by the co-ordinating group before priorities can be finalised. The co-ordinating group will need to identify the areas about which information is required, how it will be collected, and who is responsible for gathering and analysing it. For

example, knowledge about informal disciplinary exclusion may be held by one or two people. It may be necessary to analyse evidence already available within the school, such as attendance records or examination results. The gathering of further information may blend into development work. For example, priorities associated with dimension C may require teachers and classroom assistants to observe each other's practice and reflect on it in order to draw up ideas for improving teaching and learning.

Drawing up a list of priorities

Analysis of information can be organised using a framework containing the dimensions and sections as shown in figure 9. The finalising of priorities is not simply a matter of including those issues which were most commonly identified. It will involve careful consideration of the needs of particular groups in the school. The co-ordinating group will need to make sure that the opinions of less powerful groups are not lost at this stage and that the voices of students and parents/carers, in particular, are reflected in the final list. The priorities will vary widely in scale, and the time and resources required to implement them. There should be a mixture of short and longer term priorities. Figure 10 provides some examples of priorities from the pilot schools.

Members of the group will need to look at the implications of priorities identified in one dimension for work in the other two. The sections are a guide to the areas that schools need to consider in increasing inclusion in the school and the group will need to think carefully about whether priorities representing each of these areas have been identified. It may be, for example, that priorities identified in other areas will require work on the mobilising of resources even though they were not initially categorised in that way. It may also be that priorities in some of the sections of the *Index* have been identified in previous school development plans.

When the co-ordinating group have developed a clear rationale for their proposals they will need to negotiate them with the staff and governors.

figure 9 **A summary of priorities for development**

DIMENSION A Creating inclusive CULTURES

Building community *Indicators/questions/other issues:*

Establishing inclusive values *Indicators/questions/other issues:*

DIMENSION B Producing inclusive POLICIES

Developing a school for all *Indicators/questions/other issues:*

Organising support for diversity *Indicators/questions/other issues:*

DIMENSION C Evolving inclusive PRACTICES

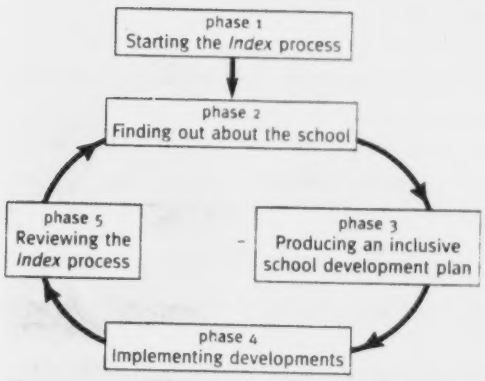
Orchestrating learning *Indicators/questions/other issues:*

Mobilising resources *Indicators/questions/other issues:*

figure 10 **Some examples of priorities from the *Index* pilot schools**

1. Developing strategies, through the curriculum, to improve students' self-esteem.
2. Introducing staff development activities for making lessons more responsive to diversity.
3. Establishing management and career structures for learning support assistants.
4. Improving all aspects of access in the school for students and adults with disabilities.
5. Devising a staff development programme that focused on understanding students' perspectives.
6. Promoting positive multicultural attitudes in school to help counter racism amongst some students and their families.
7. Arranging collaborative training for learning support assistants and teachers.
8. Developing ways to encourage more collaborative learning amongst students.
9. Reviewing a school's anti-bullying policy.
10. Improving the induction process for new students.
11. Reviewing the ways in which school policies are debated with students.
12. Improving communication between home and school by working with parents/carers.
13. Addressing the perception that the school has a bad reputation amongst local communities.

phase 3
Producing an inclusive school development plan



This third phase of the Index involves members of the school development planning team in revising the school development plan. The team will have to decide on the extent to which the plan is changed in the light of work with the Index. They will put the priorities, agreed with the staff at the end of phase 2, into the school development plan. This phase might be completed within half a term.

Putting the *Index* into the school development plan

Comment from the *Index* trials

'After using the *Index*, I realised that inclusion is ... about a school's culture and ethos.'

Phase 3 might also be described as 'putting the *Index* process into the school development plan'. The team will have to decide whether continuing the *Index* process is a priority within the development plan or whether the process, as adapted to suit the needs of the school, can become the main way of reviewing and sustaining development. Some schools may decide that inclusion should permeate the whole plan. The school development planning team will have to agree on the extent to which they will use the framework of the *Index* to determine headings within the plan. We suggest that using the dimensions and section headings for the plan will help to ensure that there is an overall movement towards inclusion in all areas of the school's activities.

A decision has to be taken about whether the *Index* co-ordinating group is identical to the school development planning team. For simplicity, from this point, this document assumes that the school development planning team is now responsible for carrying forward the work on the *Index*.

Putting priorities into the school development plan

Comment from the *Index* trials

'As a result of work with the *Index*, staff and children are evaluating the effectiveness of our anti-bullying policy.'

The school development planning team has a list of agreed priorities for development drawn up in phase 2. This needs to be integrated into the framework of the school development plan. Each priority is analysed in detail, looking at time-scale, resources and staff development implications. Overall responsibility for checking on the progress of each priority should be taken by a member of the planning team but responsibilities for development work will need to be devolved more widely for many priorities. Criteria for progress of the implementation of

Comment from the *Index* trials

'Our authority has made a significant leap forward towards embracing inclusion in all our schools and the *Index* has helped us shape our thinking about the process by which schools can be supported.'

priorities will need to be drawn up. The questions in the *Index* may be useful here, supplemented by questions specific to concerns raised in the school and its particular organisation and cultures.

In one school the first year of working with the *Index* was described as like jumping into a moving skipping rope as staff attempted to mesh the process with the turns of the existing school development cycle. Schools differ in the way they carry out school planning. Some schools have a

Building on an inclusive philosophy

This school is ten years old and is in an attractive, well looked after building. It has 480 students in the age range 9-13. The district is economically poor and some 50% of children receive free school meals. The headteacher is strongly committed to inclusive principles which she relates to her experience of having polio as a child; her parents fought for her to be educated in a mainstream school. As she put it: 'Children have a right to be in mainstream schools ... Schools should change to make that possible'.

The school has six children with visual impairments, although it is not formally designated as a specialist centre. It has simply developed a reputation for welcoming children with impairments. The school has only ever excluded one child in its ten years of existence. There are five learning assistants in the school but strong efforts are made to ensure that they do not become 'minders' for particular children.

The *Index* co-ordinating group in the school had wide representation, including parents/carers and governors. There were two critical friends. The group chose to integrate the *Index* into the school development planning process, which was already 'inclusive' of all staff. It involved a series of meetings during which subject coordinators reported to their colleagues on what was achieved during the year. When the agenda turned to the following year, targets and budgetary commitments were negotiated. The head teacher sees the *Index* as a means of extending participation in this process as well as adding an emphasis on identifying and overcoming barriers to learning and participation. Student and teacher questionnaires have been carried out. The school's learning support coordinator took a lead in analysing the informations as part of his higher degree studies.

The school identified a number of priorities for developing inclusion. They wanted an overall strategy for 'providing curriculum opportunities for all students to succeed'. This became one of the main aims of the school development plan for the following year, involving a series of staff development activities.

Students had said that they did not feel they were 'listened to' by staff and sometimes other students. A plan was implemented to improve existing channels of communication, including the students' forum. Teachers involved students in leading discussions which were to remain focused and involve everyone without favouring the leader's friends.

Plans were devised for whole school assemblies to explore inclusion. Issues included: impairment and disability; bullying and name calling; team work and co-operation; celebrating individuality; issues of empathy and pity; the meaning of community, nationally and internationally; giving aid to others in need. The head teacher referred to the assembly on impairment and disability as the first time she had acknowledged her impairment directly to the students and discussed it with them.

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Comment from the *Index* trials

'The *Index* process has identified long-term issues for the school to take on as priorities within its school development plans.'

three year rolling plan while others plan over five years. Some produce a detailed plan for the following year, while others go into detail only for the term ahead. Schools will have to decide whether priorities already in the plan can be included within the framework of inclusive school developments and whether there are additional priorities which fall outside the headings. For example, those schools who are responding to recommendations following an inspection by Ofsted, will have to see whether these can be incorporated within inclusive planning. Each proposed change in the school should be scrutinised for its potential for inclusion. For example, in schools which put extra resources into helping students over the borderline of particular targets in key stage tests or GCSEs, it will be important to consider who loses as well as who gains from such a proposal.

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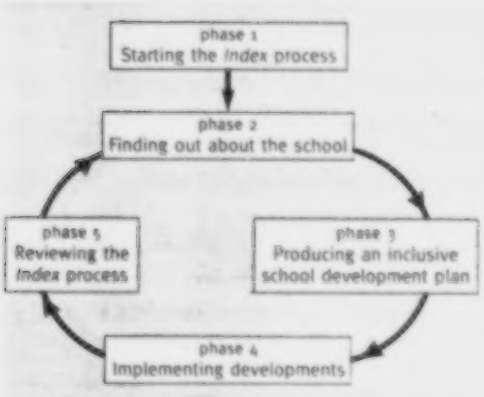
phase 4
Implementing developments



This fourth phase of the Index involves implementing the priorities of the school development plan and supporting developments. Development activities may require continuing investigations into the school and thus become a form of action research. Developments are supported through encouraging collaborative work and good communication and fostering a general commitment to make schools more inclusive for staff and students. Developments are observed, assessed against the criteria in the school development plan and a half-termly record is made of progress. This phase will be ongoing once the priorities are in the school development plan.

Putting priorities into practice

Comment from the *Index* trials

'The *Index* has proved a useful process to aid school development. It helped us to clarify our thinking by giving us a methodological process to undertake an in-depth analysis of our current situation.'

Putting priorities into practice may involve a period of further investigation leading into development. This further exploration may be guided by the indicators and questions. A couple of examples, based on real problems in schools, illustrates briefly how schools can work with the materials of the *Index* to support action research.

In one secondary school, teachers decided that the co-ordination of support was a priority in the school. Concern was expressed about support policies in relation to indicators B.2.1 to B.2.6. There were particular problems about the way support teaching was co-ordinated. There was no joint planning between the support teachers based at the school ('learning support' teachers as well as those supporting students learning English as an additional language) and the behaviour support teachers, who came into the school on a peripatetic basis. The teachers decided to examine the current situation in the school in detail by working together on the questions related to these indicators. They observed each other's practice over a six week period and then met to discuss their observations and possibilities for closer collaboration. They decided to speak to the students they had observed, about their experience of support, in order to understand support from their perspective. They fed their findings into a general reconsideration of support policies within the school led by the senior teacher with responsibility for curriculum development.

A primary school received evidence from both students and parents/carers that bullying amongst students was a particular concern in the school. The school planning team decided to use questions from

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indicator B.2.9 'Bullying is minimised' to structure an in depth exploration of attitudes towards, and experiences of bullying. They focussed, in particular, on the following questions:

- Is there a shared view of what constitutes bullying, between staff, parents/carers, governors and students?
- Is the threat of withdrawal of friendship understood as a source of bullying?
- Is there a clear policy statement about bullying, accessible to all governors staff, students, parents/carers and other community members which sets out in detail what behaviour is acceptable and unacceptable to the school?
- Are a range of men and women available with whom boys and girls can discuss problems about bullying and feel supported?
- Do students know who to turn to if they experience bullying?
- Are students involved in creating strategies to prevent and minimise bullying?
- Are clear records kept about bullying incidents?
- Is bullying being reduced?

Having established the extent and nature of concerns they initiated language work on a range of issues including reading, discussing and writing about friendships. They established a forum where students could contribute to strategies to prevent and minimise bullying. A new school anti-bullying policy was produced, in student accessible language, which was publicised widely. A clear record keeping system about bullying incidents helped to identify patterns of behaviour in some students. Staff assessed changes that had taken place through repeat survey and discussion using the *Index* questions, with school specific additions to take account of the findings of work over two terms to minimise bullying.

Sustaining development

The development of collaborative relationships is an essential feature of the *Index*. The school development planning team should help to ensure that developments contribute to the participation of staff and others involved in the school, as well as the learning and participation of students. Staff can draw on each others' expertise, share tasks and provide mutual support.

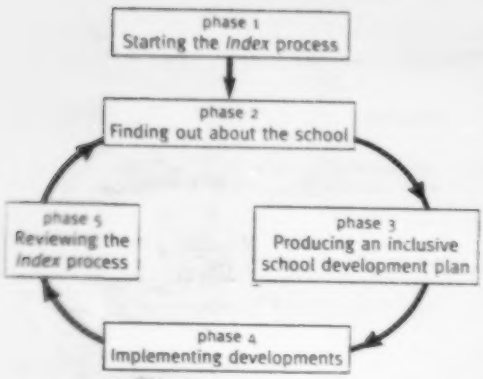
Some staff, students or parents/carers may not agree with a particular development within the school. The planning team will have to encourage members of staff to discuss their differences of view and use criticism as a way of refining developments so that they become relevant to as many people in the school as possible. The planning team should make sure that everyone is kept informed about the progress in the school development plan through, for example, assemblies, staff meetings, staff development days, newsletters, registration/tutorials, circle time activities, student councils, notice boards and community organisations. As well as the giving of information, communication involves listening to people and, in particular, to those who have fewer opportunities to be heard.

The commitment of all those involved has to be maintained throughout the implementation phase. Sustaining this general commitment will be essential in providing the motivation for continuing inclusive development work. The *Index* process entails a critical examination of the deeply held beliefs and values of all members of a school's communities. This is not a superficial activity, completed during the exploration of the school in phase 2. The members of the school development planning team and others will need to arrange activities which, over a number of years, create a more inclusive culture. This in turn will sustain the involvement of staff, governors, students and parents/carers in changing policies and practices within the school.

Recording progress

The school development planning team should ensure that there is a half-termly record of progress made on the development priorities against the criteria set in phase 3. This might be timed to coincide with the staff/school newsletter. During phase 3, too, responsibility for liaising on each development should have been allocated. The person from the school development planning team, who has an overall interest in each priority, takes responsibility for ensuring that progress is checked and recorded and that adjustments to development plans are made, following consultation with the team and the staff involved. Evaluations may involve discussions with staff, students, governors and parents/carers, the examination of policy documents, as well as observation of practice. The team may wish to re-visit those indicators and questions which were instrumental in formulating the priorities for development.

phase 5
Reviewing the *Index* process



In this fifth phase of the *Index* process, members of the school development planning team review the overall progress of developments identified as priorities in phase 2 and put into practice in phase 4. They consider, too, any broader progress in creating inclusive cultures, producing inclusive policies and evolving inclusive practices as part of a review of the use of the *Index* in supporting school development. They discuss modifications that need to be made to the *Index* process. The dimensions, indicators and questions, as adapted by a particular school, play a key role in exploring the extent of changes within the school as well as in beginning to formulate new priorities for the school development plan for the following year. This phase, like phase 4, will be ongoing after development priorities have been identified.

Evaluating developments

In order to evaluate the overall progress of developments the members of the school development planning team bring together and review the evidence from development work in phase 4. They reflect on the changes in the light of criteria in the school development plan. They may return to the relevant indicators and questions and consider new questions that have arisen during the course of implementing changes. They will begin to form an idea of how this work is to be carried forward into the following year. Development will also be evaluated as a result of the re-examination of the school using the dimensions, indicators and questions as the new planning year begins.

Reviewing work with the *Index*

Work on the *Index* process is itself a school development priority which requires evaluation. The school development planning team review the way they have used the *Index*, including their role in the process, and decide how the materials can best be used to support the development of the school in future years. They assess how far the *Index* has helped the school adopt a greater commitment to inclusive ways of working.

The planning team will need to reflect on the composition of the *Index* co-ordinating group and its relationship to school planning structures. It will assess how well prepared it was for its tasks; the way it consulted with other groups; its success in devolving responsibilities to others in the school for carrying out further investigations and implementing priorities; the way these were supported. The critical friend may be

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figure 11 **Reviewing work with the *Index***

- How well did the co-ordinating group work in terms of preparation for the tasks, composition of the group, sharing of work between members and devolving development work to others?
- To what extent has there been a change in commitment towards more inclusive ways of working in the school?
- To what extent have the dimensions of the *Index*, and their six sections, been useful in structuring school development planning?
- To what extent have the key concepts of the *Index* such as inclusion, barriers to learning and participation, resources to support learning and participation and support for diversity, been absorbed into thinking about school policy and practice?
- To what extent did the process of working with the *Index* itself contribute to more inclusive ways of working?
- To what extent was the consultation process inclusive and who else might contribute to it in future years?
- To what extent did the *Index* process in general and the dimensions, indicators and questions in particular, help to identify priorities or details of priorities that might have been overlooked?
- To what extent were appropriate methods used for gathering information and how could these be improved?
- How have priorities been sustained and how might this process be improved?

valuable in this process, provided he or she is able to maintain a critical distance. However, the success of this kind of self-evaluation requires all members of the group to be willing to challenge their own practices. The planning team might consider this review of the *Index* in relation to the questions in figure 11.

Continuing the *Index* process

In this final stage of the process the school development planning team makes revisions to the way the *Index* is to be co-ordinated and prepares to initiate a re-examination of the school drawing on the dimensions, indicators and questions. The majority of staff will be familiar with the *Index* at this point. Its processes should be explained to new staff as they join the school as part of their induction programme. This fifth phase of the *Index*, then, blends into a return to phase 2 and the continuation of the school planning cycle.

part 3
dimensions, sections, indicators and questions

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part 3
dimensions, sections, indicators and questions

DIMENSION A: Creating inclusive CULTURES

SECTION A.1 | **Building community**

SECTION A.2 | **Establishing inclusive values**

This dimension is about creating a secure, accepting, collaborating, stimulating community in which everyone is valued, as the foundation for the highest achievements of all students. It is concerned with developing inclusive values, shared between all staff, students, governors and parents/carers that are conveyed to all new members of the school. The principles, derived within inclusive school cultures guide decisions about policies and moment to moment practice so that the learning of all is supported through a continuous process of school development.

DIMENSION B: Producing inclusive POLICIES

SECTION B.1 | **Developing a school for all**

SECTION B.2 | **Organising support for diversity**

This dimension is about securing inclusion at the heart of school development, permeating all policies, so that they increase the learning and participation of all students. Support is considered as those activities which increase the capacity of a school to respond to student diversity. All forms of support are brought together within a single framework and are viewed from the perspective of students and their development rather than school or local education authority administrative structures.

DIMENSION C: Evolving inclusive PRACTICES

SECTION C.1 | **Orchestrating learning**

SECTION C.2 | **Mobilising resources**

This dimension is about making school practices reflect the inclusive cultures and policies of the school. It is concerned with ensuring that classroom and extra-curricular activities encourage the participation of all students and draw on their knowledge and experience outside school. Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation. Staff mobilise resources within the school and local communities to sustain active learning for all.

indicators

DIMENSION A Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.1 | Everyone is made to feel welcome.

A.1.2 | Students help each other.

A.1.3 | Staff collaborate with each other.

A.1.4 | Staff and students treat one another with respect.

A.1.5 | There is a partnership between staff and parents/carers.

A.1.6 | Staff and governors work well together.

A.1.7 | All local communities are involved in the school.

A.2 | Establishing inclusive values

INDICATOR A.2.1 | There are high expectations for all students.

A.2.2 | Staff, governors, students and parents/carers share a philosophy of inclusion.

A.2.3 | Students are equally valued.

A.2.4 | Staff and students are treated as human beings as well as occupants of a 'role'.

A.2.5 | Staff seek to remove all barriers to learning and participation in school.

A.2.6 | The school strives to minimise discriminatory practices.

DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR **B.1.1** | Staff appointments and promotions are fair.

B.1.2 | All new staff are helped to settle into the school.

B.1.3 | The school seeks to admit all students from its locality.

B.1.4 | The school makes its buildings physically accessible to all people.

B.1.5 | All students, new to the school, are helped to feel settled.

B.1.6 | The school arranges teaching groups so that all students are valued.

B.2 | Organising support for diversity

INDICATOR **B.2.1** | All forms of support are co-ordinated.

B.2.2 | Staff development activities help staff to respond to student diversity.

B.2.3 | 'Special needs' policies are inclusion policies.

B.2.4 | The Code of Practice* is used to reduce the barriers to learning and participation of all students.

B.2.5 | Support for those learning English as an additional language is co-ordinated with learning support.

B.2.6 | Pastoral and behaviour support policies are linked to curriculum development and learning support policies.

B.2.7 | Pressures for disciplinary exclusion are decreased.

B.2.8 | Barriers to attendance are reduced.

B.2.9 | Bullying is minimised.

* *The Code of Practice on the identification and assessment of special educational needs* (DfEE 1994)

DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR **C.1.1** | Lessons are responsive to student diversity.

C.1.2 | Lessons are made accessible to all students.

C.1.3 | Lessons develop an understanding of difference.

C.1.4 | Students are actively involved in their own learning.

C.1.5 | Students learn collaboratively.

C.1.6 | Assessment encourages the achievements of all students.

C.1.7 | Classroom discipline is based on mutual respect.

C.1.8 | Teachers plan, review and teach in partnership.

C.1.9 | Teachers are concerned to support the learning and participation of all students.

C.1.10 | Learning support assistants are concerned to support the learning and participation of all students.

C.1.11 | Homework contributes to the learning of all.

C.1.12 | All students take part in activities outside the classroom.

C.2 | Mobilising resources

INDICATOR **C.2.1** | School resources are distributed fairly to support inclusion.

C.2.2 | Community resources are known and drawn upon.

C.2.3 | Staff expertise is fully utilised.

C.2.4 | Student difference is used as a resource for teaching and learning.

C.2.5 | Staff develop resources to support learning and participation.

dimensions, indicators and questions

DIMENSION A) Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.1 | *Everyone is made to feel welcome*

i) Is the first contact that people have with the school friendly and welcoming?

ii) Is the school welcoming to all students, including students with impairments and transient students such as travellers?

iii) Is the school welcoming to all parents/carers and other members of its local communities?

iv) Is information about the school accessible to all, irrespective of home language or impairment (e.g. brailled, taped, large print, when necessary)?

v) Are sign language and other first language interpreters available as necessary?

vi) Is it clear from the school brochure that responding to the full diversity of students and their backgrounds is part of school routine?

vii) Does the entrance hall reflect all members of the school community?

viii) Does the school celebrate local cultures and communities in signs, and displays?

ix) Are there positive rituals for welcoming new students and new staff and marking their leaving?

x) Do students feel ownership of their classrooms or tutor room?

xi) Do students, parents/carers, staff, governors and community members all feel ownership of the school?

OTHER QUESTIONS ●

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DIMENSION A Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.2 | *Students help each other*

i) Do students offer assistance to each other when it is needed?

ii) Do displays celebrate collaborative work by students as well as individual achievements?

iii) Do students report to a member of staff, when someone needs assistance?

iv) Are supportive friendships actively encouraged?

v) Do students share rather than compete for friends?

vi) Do students avoid racist, sexist, homophobic, disablist and other forms of discriminatory name-calling?

vii) Do students understand that different attainments may be expected from different students?

viii) Do students understand that different degrees of conformity to school rules may be expected from different students?

ix) Do students appreciate the achievements of others whose starting points may be different from their own?

x) Do students feel that disputes between them are dealt with fairly and effectively?

xi) Can students act as advocates for others who they feel have been treated unfairly?

FURTHER QUESTIONS ●

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DIMENSION A) Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.3 | *Staff collaborate with each other*

i) Do staff treat each other with respect irrespective of their roles in the school?

ii) Are all staff invited to staff meetings?

iii) Do all staff attend meetings?

iv) Is there wide participation in meetings?

v) Are all teachers and classroom assistants involved in curriculum planning and review?

vi) Is teamwork between staff a model for the collaboration of students?

vii) Do staff feel comfortable about discussing problems in their work?

viii) Do staff know who to turn to with a problem both more and less urgent?

ix) Are regular supply staff encouraged to be actively involved in the life of the school?

x) Are all staff involved in drawing up priorities for school development?

xi) Do all staff feel ownership of the school development plan?

FURTHER QUESTIONS ●

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dimensions, indicators and questions

DIMENSION A Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.4 | *Staff and students treat one another with respect*

i) Do staff address all students respectfully, by the name they wish to be called, with the correct pronunciation?

ii) Do students treat all staff with respect irrespective of their status?

iii) Are the opinions of students sought about how the school might be improved?

iv) Do the views of students make a difference to what happens in school?

v) Do students have particular forums for discussing school matters?

vi) Do students help staff when asked?

vii) Do students offer help when they see it is needed?

viii) Do staff and students look after the physical environment of the school?

ix) Do students know who to see when they have a problem?

x) Are students confident that effective action will be taken to resolve their difficulties?

FURTHER QUESTIONS ●

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DIMENSION A Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.5 | *There is a partnership between staff and parents/carers*

i) Do parents/carers and staff respect each other?

ii) Do parents/carers feel that there is good communication with staff?

iii) Are all parents/carers well informed about school policies and practices?

iv) Are parents/carers aware of the priorities in the school development plan?

v) Are all parents/carers given an opportunity to be involved in decisions made about the school?

vi) Are the fears that some parents/carers have about meeting teachers, recognised and steps taken to overcome them?

vii) Are there a variety of opportunities for parents/carers to become involved in the school?

viii) Are there a variety of occasions, when parents/carers can discuss the progress of, and concerns about, their children?

ix) Are the different contributions that parents/carers can make to the school equally appreciated?

x) Do staff value the knowledge that parents/carers have about their children?

xi) Do staff encourage the involvement of all parents/carers in their children's learning?

xii) Are parents/carers clear about what they can do to support their children's learning at home?

xiii) Do all parents/carers feel that their children are valued by the school?

xiv) Do all parents/carers feel that their concerns are taken seriously by the school?

FURTHER QUESTIONS ●

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DIMENSION A Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.6 | *Staff and governors work well together*

i) Do staff understand the roles and responsibilities of the governors?

ii) Do governors understand the organisational structure of the school and the responsibilities of staff?

iii) Are governors welcome to contribute to the work of the school at any time?

iv) Are the skills and knowledge of governors valued?

v) Does the composition of the governing body reflect the school's local communities?

vi) Are governors fully informed about school policies?

vii) Do governors and staff agree about what governors can contribute to the school?

viii) Do governors feel that their contribution is valued irrespective of their status?

ix) Do governors share in-service education opportunities with staff?

x) Do staff and governors share an approach to students categorised as 'having special educational needs'?

xi) Do staff and governors share a view about the identification of students who experience difficulties and the way support should be provided?

FURTHER QUESTIONS ●

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DIMENSION A: Creating inclusive CULTURES

A.1 | Building community

INDICATOR A.1.7 | *All local communities are involved in the school*

i) Does the school involve local communities in activities in the school?

ii) Is the school involved in activities in the local communities?

iii) Do members of local communities share facilities with staff and students such as the library, hall and canteen?

iv) Do communities participate equally in the school, irrespective of their class, religious or ethnic background?

v) Are all sections of local communities seen as a resource for the school?

vi) Do staff and governors seek the views of local community members about the school?

vii) Do the views of members of local communities affect school policies?

viii) Is there a positive view of the school within the local communities?

ix) Does the school encourage applications for work in the school from the local communities?

FURTHER QUESTIONS

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DIMENSION A Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.1 | *There are high expectations for all students*

i) Does every student feel that they attend a school in which the highest achievements are possible?

ii) Are all students encouraged to have high aspirations about their learning?

iii) Are all students treated as if there is no ceiling to their achievements?

iv) Is the achievement of students valued in relation to their own possibilities rather than the achievement of others?

v) Do staff avoid viewing students as having a fixed ability based on their current achievements?

vi) Are students entered for public examinations when they are ready rather than at a particular age?

vii) Are all students encouraged to take pride in their own achievements?

viii) Are all students encouraged to appreciate the achievements of others?

ix) Do staff attempt to counter negative views of students who are keen and enthusiastic or attain highly in lessons?

x) Do staff attempt to counter negative views of students who find lessons difficult?

xi) Do staff attempt to counter the derogatory use of labels of low achievement?

xii) Is there an attempt to address the fear of failure of some students?

xiii) Do staff avoid linking the potential achievement of one student to those of a sibling or another student from their area?

FURTHER QUESTIONS ●

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DIMENSION A) Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.2 | ***Staff, governors, students and parent/carers share a philosophy of inclusion***

i) Is the building of a supportive school community seen to be as important as raising academic achievement?

ii) Is the fostering of collaboration seen to be as important as encouraging independence?

iii) Is there an emphasis on celebrating difference rather than conforming to a single 'normality'?

iv) Is diversity seen as a rich resource to support learning rather than as a problem?

v) Is there a shared resolve to minimise inequalities of opportunity in the school?

vi) Do staff share a wish to accept students from the local communities, irrespective of background, attainment and impairment?

vii) Do staff seek to challenge their own and each other's attitudes about the limits to inclusion?

viii) Is inclusion understood as a never-ending process of increasing participation rather than a state of being inside or outside of the school?

ix) Is exclusion understood as a process that starts in classrooms and playgrounds which may end in separation from the school?

x) Do all members of the school take responsibility for making the school more inclusive?

FURTHER QUESTIONS
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DIMENSION A Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.3 | *Students are equally valued*

i) Are differences in family structure acknowledged and celebrated?

ii) Are parents/carers regarded as equally valuable to the school, irrespective of the status of their work or whether they are employed or unemployed?

iii) Is a variety of home languages and backgrounds seen to make a positive contribution to school life?

iv) Are regional accents and dialects seen to enrich the school and society?

v) Are students and staff with impairments as valued as those without impairments?

vi) Are students, who attain less according to national curriculum norms, as valued as high-attaining students?

vii) Is the work of all students displayed within the school and in their classrooms?

viii) Does the reporting of achievements within and beyond the school include all students?

xi) Do all students leave secondary school with a nationally recognised accreditation?

x) Are the achievements of boys and girls given equal support and prominence?

FURTHER QUESTIONS ●

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DIMENSION A Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.4 | ***Staff and students are treated as human beings as well as occupants of a 'role'***

i) Is every student known well by some member of staff?

ii) Do students feel that teachers like them?

iii) Are all members of the school regarded as both learners and teachers?

iv) Are students valued for themselves rather than according to the level of their attainments?

v) Do staff feel valued and supported?

vi) Are significant events, such as births, deaths and illnesses, acknowledged and given the appropriate reaction?

vii) Is it recognised that everyone, not just members of 'ethnic minorities', has a culture or cultures?

viii) Can students (and staff) be supported to acknowledge they are hurt, depressed or angry on a particular day?

ix) Is it accepted that staff can express negative personal feelings about students in private as a way of overcoming them?

x) Do staff avoid demonising particular students?

xi) Are basic facilities such as toilets, showers and lockers, kept in good order?

xii) Are the wishes for modesty of students respected in arrangements for showers or swimming?

FURTHER QUESTIONS ●

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DIMENSION A Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.5 | *Staff seek to remove all barriers to learning and participation in school*

i) Do staff understand their potential for preventing student difficulties?

ii) Are difficulties in learning seen as arising, potentially, for anyone?

iii) Are difficulties in learning understood as arising in an interaction between students and the teaching and learning environment?

iv) Are barriers to learning and participation seen to occur within a school's organisation, policies, curricula and teaching approaches as well as in the interaction of these with students?

v) Are the barriers that arise through differences between school and home culture recognised and countered?

vi) Do staff avoid seeing barriers to learning and participation as being produced by defects or impairments in students?

vii) Do staff avoid using negative labels for students, who have been categorised as 'having special educational needs'?

viii) Is there an understanding of the way categorisation of some students as 'having special educational needs' can separate them from others in the mainstream?

ix) Do staff avoid contrasting mainstream with 'special needs' students?

FURTHER QUESTIONS
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DIMENSION A Creating inclusive CULTURES

A.2 | Establishing inclusive values

INDICATOR A.2.6 | *The school strives to minimise discriminatory practices*

i) Does the school attempt to minimise all institutional discrimination, whether in connection with age, 'race', class, sexual orientation, gender, disability or student attainment?

ii) Do staff and students understand the origins of discrimination in intolerance to difference?

iii) Do staff and students understand that policies and practices must reflect the diversity of students within the school?

iv) Is attention paid to the exclusionary pressures on ethnic minority students?

v) Is it recognised that all cultures and religions encompass a range of views and degrees of observance?

vi) Do staff avoid stereotyped roles for students in school productions (for example according to type of hair or skin colour)?

vii) Do staff avoid gender stereotyping in choosing those to help with tasks, such as refreshments or technical support?

viii) Are gay and lesbian people valued by the school as part of human diversity?

ix) Do staff see disability as being created when people with impairments encounter negative attitudes and institutional barriers?

x) Do staff avoid seeing an impairment as the cause of difficulties experienced in school by disabled students?

xi) Do staff recognise the limited contribution made by knowledge of impairments to understanding the educational possibilities for a particular student?

xii) Are stereotyped views of bodily perfection challenged?

xiii) Do staff attempt to counter stereotyped attitudes towards people with impairments, for example, that they are incapable of relationships, are objects of pity or are heroic battlers against adversity?

xiv) Is the exclusion of students with severe impairments understood as reflecting the limitations of attitude and policy more than practical difficulties?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.1 | *Staff appointments and promotions are fair*

i) Are opportunities for promotion seen to be open to all who are eligible, inside and outside the school?

ii) Do the promoted posts reflect the balance of genders and backgrounds of staff in the school?

iii) Does the composition of teaching and non-teaching staff reflect the communities in the school locality?

iv) Is there a clear strategy for removing barriers to the appointment of staff with impairments?

v) Do posts of higher status disproportionately favour particular sections of the community?

vi) Has the school established staffing equality targets?

vii) Is the valuing of diversity in students an essential criterion for the appointment of staff?

viii) Are there arrangements to cover the absence of support staff as well as classroom and subject teachers?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.2 | *All new staff are helped to settle into the school*

i) Does the school recognise the difficulties that new staff may have in settling into a new job in what may be a new locality?

ii) Do longer serving staff avoid making new staff feel outsiders, for example by the use of a 'we' or an 'us' which excludes them?

iii) Does every new member of staff have a mentor who is genuinely interested in helping him or her to settle into the school?

iv) Does the school make new staff feel that the experience and knowledge they bring to the school is valued?

v) Are there opportunities for all staff to share their knowledge and expertise so that this includes contributions from new staff?

vi) Are new staff provided with the basic information they need about the school?

vii) Are new staff asked about what additional information they need, and is it provided?

viii) Are the observations about the school of new staff sought and valued for the fresh insights that they may contain?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.3 | *The school seeks to admit all students from its locality*

i) Are all students from the locality encouraged to attend the school irrespective of attainment or impairment?

ii) Is the inclusion of all students from the local communities publicised as school policy?

iii) Are traveller children and young people, who visit the area, actively welcomed to the school?

iv) Are students from the local community, currently in special schools, actively encouraged to attend the school?

v) Once accepted at the school, is membership of the school community no more conditional for some students than for others?

vi) Is there evidence of an increase in the proportion of students from the locality included within the school?

vii) Is there evidence of an increase in the diversity of students from the locality included in the school?

viii) Have some students from the local area been refused entry within the last year?

FURTHER QUESTIONS
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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.4 | *The school makes its buildings physically accessible to all people*

i) Are the needs of deaf, blind and partially sighted people, as well as people with physical impairments considered in making the buildings accessible?

ii) Is the school concerned with the accessibility of all aspects of the school building and grounds, including classrooms, corridors, toilets, gardens, playgrounds, canteen and displays?

iii) Are organisations of disabled people consulted about the accessibility of the school?

iv) Is disabled access part of the building improvement plan?

v) Does the school pay attention to the requirement of the 1995 Disability Discrimination Act to make progress each year on the accessibility of the school?

vi) Is accessibility seen as about including disabled staff, governors, parents/carers and other members of the community, as well as students?

vii) Are projects concerned with improving the accessibility of the school buildings part of the school curriculum?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.5 | ***All students, new to the school, are helped to feel settled***

i) Does the school have an induction programme for students?

ii) Does the induction programme work well for students and their families whether they join at the start of the school year or some other time?

iii) Is information available for parents/carers on the national and local education system as well as about the school?

iv) Does the induction programme take into account student differences in attainment and home language?

v) Are new students paired with more experienced students when they first enter the school?

vi) Are steps taken to find out the extent to which new students feel at home in the school after a few weeks?

vii) Is there support for students who have difficulty memorising the building layout, particularly when they first join the school?

viii) Are new students clear about who to see if they experience difficulties?

ix) Are steps taken to familiarise students with the school before they transfer from pre-school or primary school?

x) When students are due to transfer from one school to another, do staff in each school collaborate to ease the change?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.1 | Developing a school for all

INDICATOR B.1.6 | ***The school arranges teaching groups so that all students are valued***

i) Are teaching groups treated fairly in the use of facilities, location of teaching rooms, allocation of teaching staff and staff cover?

ii) In planning teaching groups is attention paid to friendships and the presence of others who speak the same languages?

iii) Is there an attempt to minimise the organisation of teaching groups according to levels of attainment or impairment?

iv) Where setting occurs are there plans to prevent disaffection in lower sets?

v) Where setting occurs do the arrangements give students an equal opportunity to move between sets?

vi) Are groups within classes rearranged, at times, so as to promote social cohesion?

vii) Does the school address the effects of setting by attainment on the gender composition of groups?

viii) Are schools mindful of the legal requirement to educate together students who do and do not experience difficulties in learning?

ix) Where there is a large imbalance of girls and boys in a particular year's intake, do schools consider establishing some single sex classes?

x) Do schools avoid restricting the curriculum (such as missing a foreign language) for students who are given additional literacy support?

xi) Where there are option choices, are all students allowed to make real choices?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.1 | *All forms of support are co-ordinated*

i) Are all support policies seen as part of a strategy for the development of teaching and curricula for diversity throughout the school?

ii) Is there an overall support policy which is clear to all within the school as well as to those who support learning from outside the school?

iii) Are support policies directed at preventing difficulties in learning arising for students?

iv) Does the support given to individuals aim to increase their independence from it?

v) Is the co-ordination of support given high status within the school and led by a senior member of staff?

vi) Are support policies guided by what is best for students rather than the maintenance of professional territories?

vii) Is support for students who experience barriers to learning and participation seen as a responsibility of all members of staff?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.2 | *Staff development activities help staff to respond to student diversity*

i) Do staff development activities support staff in working effectively together in classrooms?

ii) Is collaborative teaching followed by shared reflection, used to support teachers to respond to student diversity?

iii) Do staff observe lessons in order to reflect on the perspective of students?

iv) Do staff receive training in devising and managing collaborative learning activities?

v) Are there shared opportunities for teachers and classroom assistants to develop more effective collaboration?

vi) Are there opportunities for staff and students, to learn about peer tutoring?

vii) Do teaching and support staff learn about using technology to support learning (such as cameras, video, overhead projector, tape-recorders, computers/Internet)?

viii) Do staff explore ways of reducing disaffection by increasing the engagement of students in curricula?

ix) Is disability equality education provided for all staff?

x) Do all staff learn how to counter bullying, including racism, sexism and homophobia?

xi) Do staff and governors take responsibility for assessing their own learning needs?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.3 | *'Special needs' policies are inclusion policies*

i) Is there an attempt to minimise the categorisation of students as 'having special educational needs'?

ii) Does the school call its co-ordinator of support a learning support or inclusion co-ordinator, rather than a 'special educational needs co-ordinator'?

iii) Are students who are categorised as 'having special educational needs' seen as individuals with differing interests, knowledge and skills rather than as part of a homogeneous group?

iv) Are the attempts to remove barriers to learning and participation of one student seen as opportunities for improving the classroom experience of all students?

v) Is support seen as an entitlement for those students who need it rather than as a special addition to their education?

vi) Are the details of an entitlement to support made public to students and parents/carers and included within the school brochure?

vii) Where possible is support provided without recourse to formal assessment procedures?

viii) Are 'special needs' policies aimed at increasing learning and participation and minimising exclusion?

ix) Is there an attempt to minimise the withdrawal of students for support outside their mainstream lessons?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.4 | *The Code of Practice is used to reduce the barriers to learning and participation of all students*

i) Is the operation of the Code of Practice integrated into an overall inclusion policy within the school?

ii) Is the Code of Practice seen as primarily about providing support rather than assessment and categorisation?

iii) Is support for teaching for diversity, seen as an alternative to individual support following categorisation?

iv) Do external support services contribute to the planning of teaching and learning so that barriers to learning are avoided?

v) Do staff convey a clear framework for external support services about how they should support learning within the school?

vi) Do external support agencies understand their role in enhancing the learning and participation of all students?

vii) Are Individual Education Plans about providing access to, and supporting participation within, a common curriculum?

viii) Do Individual Education Plans improve the teaching and learning arrangements for all students?

ix) Do statements of 'special educational need' build on the strengths of students and possibilities for their development, rather than concentrate on identifying deficiencies?

x) Do statements of 'special educational need' specify the changes in teaching and learning arrangements required to maximise participation in mainstream curricula and engagement with other students?

xi) Do statements of 'special educational need' specify the support required to maximise participation in mainstream curricula and communities?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.5 | ***Support for those learning English as an additional language is co-ordinated with learning support***

i) Is support for those learning English as an additional language seen to be the responsibility of all staff within the school?

ii) Is support aimed at identifying and reducing barriers to learning and participation for all students, rather than assigning them to categories of 'having a difficulty in an additional language' or 'having a learning difficulty'?

iii) Are high expectations for achievement maintained for all students who learn or have learned English as an additional language?

iv) Are interpreters of Sign Language and other first languages, available to support all who need them?

v) Is the effect of moving country and culture recognised as a possible barrier to learning and participation?

vi) Is teaching and support available from someone who shares a cultural background with students?

vii) Does support for students learning English as an additional language involve reflection on ways to improve teaching and learning for all students?

viii) Does support for students learning English as an additional language involve addressing barriers to learning in all aspects of teaching, curricula and school organisation?

FURTHER QUESTIONS

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.6 | ***Pastoral and behaviour support policies are linked to curriculum development and learning support policies***

i) Is the aim of increasing the learning and participation of students seen as the primary aim of all pastoral and behaviour support staff?

ii) Are difficulties with behaviour related to strategies for improving classroom and playground experiences?

iii) Does behaviour support involve reflection on ways to improve teaching and learning for all students?

iv) Does behaviour support address barriers to learning and participation in school policies and cultures as well as practices?

v) Are all teachers and support assistants trained to respond to concerns about the disaffection and disruption of students?

vi) Does the school attempt to raise the feelings of self-worth of those with low self-esteem?

vii) Is the knowledge of parents/carers and their children used in overcoming concerns about the disaffection and disruption of these students?

viii) Do all students contribute to overcoming disaffection and disruption in school?

ix) Does support for 'looked after children' encourage educational achievement and continuity?

x) Does support for 'looked after children' encourage strong links between the school and carers?

xi) Do pastoral and 'behaviour support' policies address the well-being of students who are quietly troubled?

xii) Are steps taken to assess and respond to a tendency for more boys than girls to have low attainment and to express disaffection?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.7 | *Pressures for disciplinary exclusion are decreased*

i) Is disciplinary exclusion seen as a process that may be interrupted by support and intervention in teaching and learning relationships?

ii) Are there meetings, involving staff, students, parents/carers and others, that attempt to deal with problems flexibly before they escalate?

iii) Are the connections recognised between devaluation of students, and disaffection, disruption and disciplinary exclusion?

iv) Are responses to concerns about the behaviour of students always to do with education and rehabilitation rather than retribution?

v) Are students, or others who are seen to have offended against the school community, treated with forgiveness?

vi) Are there clear, positive plans for re-introducing students who have been excluded for disciplinary reasons?

vii) Is there a policy to minimise all forms of disciplinary exclusions whether temporary or permanent, formal or informal?

viii) Is the aim of reducing temporary, permanent, formal and informal exclusions shared between staff?

ix) Are clear records kept about informal as well as formal disciplinary exclusions?

x) Are regular reports on disciplinary exclusion provided for the governing body?

xi) Are formal and informal disciplinary exclusions being reduced?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.8 | *Barriers to attendance are reduced*

i) Are all barriers to attendance explored within the school as well as in children and young people's attitudes and homes?

ii) Does the school avoid using truancy as a reason for disciplinary exclusion?

iii) Are the relationships between truancy, bullying and the lack of supportive friendships recognised?

iv) Does the school respond to student pregnancy in a way that is supportive and non-discriminatory towards girls?

v) Does the school respond actively to students who have had a bereavement, a chronic illness or a long term absence in such a way as to ease their participation in school?

vi) Is there clear advice on extended leave that has been negotiated with the school's communities?

vii) Are there guidelines for integrating into the curriculum the experiences of those who are away for extended periods?

viii) Is there a plan to improve co-operation between staff and parents/carers over truancy?

ix) Is there a co-ordinated strategy between the school and other agencies?

x) Is there an efficient system for reporting absence and discovering reasons for it?

xi) Is a record kept of absences from individual lessons?

xii) Are absences from individual lessons seen as a reason for exploring relationships with teachers and what is taught?

xiii) Are the figures collected by the school an accurate reflection of 'real' unauthorised absence?

xiv) Is the 'unauthorised' absence of students, increasing or reducing?

FURTHER QUESTIONS ●

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DIMENSION B Producing inclusive POLICIES

B.2 | Organising support for diversity

INDICATOR B.2.9 | *Bullying is minimised*

i) Is there a shared view of what constitutes bullying, between staff, parents/carers, governors and students?

ii) Is bullying seen as a potential accompaniment of all power relationships?

iii) Is bullying seen to be concerned with verbal and emotional hurt as well as physical assault?

iv) Is the threat of the withdrawal of friendship understood as a source of bullying?

v) Is bullying seen as potentially occurring in school, between staff, between staff and students, staff and parents/carers as well as between students?

vi) Are racist, sexist, disablist and homophobic comments and behaviour seen as aspects of bullying?

vii) Is there a clear policy statement about bullying, accessible to all governors, staff, students, parents/carers and other community members, which sets out in detail what behaviour is acceptable and unacceptable to the school?

viii) Are a range of men and women available with whom boys and girls can discuss problems about bullying and feel supported?

ix) Do students know who to turn to if they experience bullying?

x) Are there people inside and outside the school to whom staff can turn if they are being bullied?

xi) Are students involved in creating strategies to prevent and minimise bullying?

xii) Are clear records kept about bullying incidents?

xiii) Is bullying being reduced?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.1 | *Lessons are responsive to student diversity*

i) Do lessons extend the learning of all students?

ii) Do lessons build on the diversity of student experience?

iii) Do lessons reflect differences in student knowledge?

iv) Do lessons reflect the different rates at which students complete tasks?

v) Do lessons allow for differences in learning styles?

vi) Are the learning aims of activities clear?

vii) Are mechanical copying activities avoided?

viii) Do lessons sometimes start from a shared experience that can be developed in a variety of ways?

ix) Do lessons involve work to be done by individuals, pairs, groups and the whole class?

x) Is there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio visual materials, practical tasks and information technology?

xi) Does the curriculum allow for different subjects to be learnt in different ways, for example, intensive literacy or foreign language courses?

xii) Do students have opportunities to record their work in a variety of ways, for example, using a first language with translation, drawings, photographs and tapes?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.2 | *Lessons are made accessible to all students*

i) Is particular attention paid to the accessibility of spoken and written language?

ii) Do lessons build on the language experience of students outside school?

iii) Is technical vocabulary explained and practised during lessons?

iv) Do curriculum materials reflect the backgrounds and experience of all learners?

v) Are all lessons made equally accessible to all boys and all girls by including a range of activities which reflect the range of interests within both genders?

vi) Are there opportunities for students who are learning English as an additional language to speak and write in their first language?

vii) Are students who are learning English as an additional language encouraged to develop skills of translation from a home language into English?

viii) Are students able to participate fully in the curriculum, in clothes appropriate to their religious beliefs, for example, in science and physical education?

ix) Are adaptations made to the curriculum for students who have reservations about participating because of their religious beliefs, in for example art, or music?

x) Do staff recognise the physical effort required to complete tasks for some learners with impairments or chronic illness, and the tiredness that can result?

xi) Do staff recognise the mental effort expended by some students, for example, using lip-reading and vision aids?

xii) Do staff recognise the additional time required by some students with impairments to use equipment in practical work?

xiii) Do staff provide alternative ways of giving access to experience or understanding for students who cannot engage in particular activities, for example, using equipment in science, some forms of exercise in physical education, or optical science for blind students?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.3 | *Lessons develop an understanding of difference*

i) Are students encouraged to explore views which are different from their own?

ii) Are opportunities provided for students to work with others who are different from themselves in terms of background, ethnicity, impairment and gender?

iii) Do all staff avoid classist, sexist, racist, disablist or homophobic and other forms of discriminatory remarks and thereby act as positive role models?

iv) Do staff show that they respect and value alternative views during class discussions?

v) Are all languages treated as equally valuable?

vi) Are issues of classism, sexism, racism, disablism, homophobia and religious prejudice discussed?

vii) Does the curriculum seek to develop an understanding of differences of background, culture, ethnicity, gender, impairment, sexual orientation and religion?

viii) Are students taught about the multi-cultural influences on language and the curriculum?

ix) Do all students have opportunities to communicate with children and young people in other parts of the world?

x) Does the curriculum give a historical understanding of the oppression of certain groups?

xi) Is stereotyping questioned in curriculum materials and during classroom discussion?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.4 | *Students are actively involved in their own learning*

i) Are students encouraged to take responsibility for their own learning?

ii) Is clear information provided about learning expectations within a lesson or group of lessons?

iii) Do the classroom environment, displays and other resources help independent learning?

iv) Is support or 'scaffolding' used that is sufficient to help students to move on in their learning while allowing them to draw on the knowledge and skills they already possess?

v) Are curriculum plans shared with students so that they can work at a faster pace if they wish?

vi) Are students taught how to research and write up a topic?

vii) Are students able to use the library and IT resources independently?

viii) Are students taught how to take notes from lectures and books and organise their work?

ix) Are students taught how to present their work in spoken, written and other forms, individually and in groups?

x) Are students encouraged to summarise what they have learnt verbally and in writing?

xi) Are students taught how to revise for tests and examinations?

xii) Are students consulted about the support they need?

xiii) Are students consulted about the quality of lessons?

xiv) Are students involved in designing teaching materials for each other?

xv) Are students given a choice over activities?

xvi) Are the interests of students identified and built upon within the curriculum?

xvii) Are the knowledge and skills acquired independently by students valued and drawn upon in lessons?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.5 | *Students learn collaboratively*

i) Do students see the offering and receiving of help as an ordinary part of classroom activity?

ii) Are there established rules for students to take turns in speaking, listening and requesting clarification from each other as well as from staff?

iii) Do students willingly share their knowledge and skills?

iv) Do students refuse help politely when they do not need it?

v) Do group activities allow students to divide up tasks and pool what they have learnt?

vi) Do students learn how to compile a joint report from the different contributions of a group?

vii) When others in the class are troubled do students help to calm them down rather than wind them up?

viii) Do students recognise that every student should have their share of the limelight?

ix) Do students share responsibility for helping to overcome the difficulties experienced by some students in lessons?

x) Are students involved in assessing each other's learning?

xi) Are students involved in helping each other to set educational goals?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.6 | *Assessment encourages the achievements of all students*

i) Do records of achievement reflect all the skills and knowledge of students, such as additional languages, other communication systems, hobbies and interests and work experience?

ii) Are assessments (including national assessments) always used formatively so that they develop the learning of students in the school?

iii) Are a range of assessments used that allow all students to display their skills?

iv) Are there opportunities for assessment of work done in collaboration with others?

v) Do students understand why they are being assessed?

vi) Are students honestly informed about the implications of the assessment process, for example, in Standard Attainment Tests or examination levels at GCSE?

vii) Are students given feedback that indicates recognition of what they have learnt and what they might do next?

viii) Are students involved in assessing and commenting on their own learning?

ix) Can students set clear goals for their future learning?

x) Is there monitoring of the achievements of different groups of students (boys/girls/ethnic minority students/students with impairments), so that particular difficulties can be detected and addressed?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.7 | *Classroom discipline is based on mutual respect*

i) Does the approach to discipline encourage self-discipline?

ii) Do staff support each other to be assertive without being angry?

iii) Do staff share their concerns and pool their knowledge and skills in overcoming disaffection and disruption?

iv) Are classroom routines consistent and explicit?

v) Are students involved in helping to resolve classroom difficulties?

vi) Are students involved in formulating classroom rules?

vii) Are students consulted on how to improve the classroom atmosphere?

viii) Are students consulted on how to improve attention to learning?

ix) If there is more than one adult in the room do they share responsibilities for the smooth running of lessons?

x) Are there clear procedures, understood by students and teachers for responding to extremes of challenging behaviour?

xi) Is it recognised by all staff and students that it is unfair for boys to take up more of a teacher's attention than girls?

FURTHER QUESTIONS

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.8 | *Teachers plan, teach and review in partnership*

i) Do teachers share in planning schemes of work for lessons and homework?

ii) Do teachers engage in partnership teaching?

iii) Is partnership teaching always used as an opportunity for shared reflection on the learning of students?

iv) Do teachers welcome comments from colleagues on, for example, the accessibility of the language of instruction and the participation of students in activities?

v) Do teachers modify their teaching in response to the feedback from colleagues?

vi) Do classroom and support teachers share in working with individuals, groups and the whole class?

vii) Do teachers and other staff who work together provide a model of collaboration for students?

viii) Do teachers engage with others in joint problem-solving when the progress of a student or group is a cause for concern?

ix) Do staff working in partnership, share responsibility for ensuring that all students participate?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.9 | *Teachers are concerned to support the learning and participation of all students*

i) Do class and subject teachers take responsibility for the learning of all students in their lessons?

ii) Do teachers check on the progress of all students during lessons?

iii) Do teachers share their attention equitably, irrespective of gender and ethnic background?

iv) Do all students feel they are treated fairly?

v) Are there attempts to view teaching and support from the students' view?

vi) Are support teachers concerned to increase the participation of all students?

vii) Do teachers aim to maximise independence of students from their direct support?

viii) Do teachers look for alternatives to individual support, for example, through the planning of lessons and resources and group teaching?

ix) Is the presence of additional adults always seen as an opportunity to reflect on curricula and teaching approaches for all students?

x) Are the attempts to remove barriers to learning and participation of one student seen as opportunities for improving the classroom experience of all students?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.10 | ***Learning support assistants are concerned to support the learning and participation of all students***

i) Are learning support assistants involved in curriculum planning and review?

ii) Are learning support assistants attached to a curriculum area rather than particular students?

iii) Are learning support assistants concerned to increase the participation of all students?

iv) Do learning support assistants aim to maximise independence of students from their direct support?

v) Do learning support assistants encourage peer support of students who experience difficulties in learning?

vi) Are learning support assistants careful to avoid getting in the way of young people's relationships with their peers?

vii) Are learning assistants given a job description which provides parameters for their duties and ensures that they are not expected to take responsibilities for which they are not paid?

viii) Are the views of learning support assistants sought about the nature of their job descriptions?

FURTHER QUESTIONS

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.11 | *Homework contributes to the learning of all*

i) Does homework always have a clear teaching aim?

ii) Is homework related to the skills and knowledge of all students?

iii) Are there opportunities for recording homework in a variety of ways?

iv) Does homework extend the skills and knowledge of all students?

v) Do teachers support each other on how to set useful homework?

vi) Are students given sufficient opportunity to clarify the requirements of homework before the end of lessons?

vii) Are homework tasks modified if discussion reveals that they are not meaningful or appropriate for some students?

viii) Are there opportunities to do homework on the school premises, during lunch time or out of school hours?

ix) Is homework integrated into curriculum planning for the term/year?

x) Does homework encourage students to take responsibility for their own learning?

xi) Do those who set homework ensure that it can be completed without assistance from parents/carers?

xii) Are there opportunities for students to collaborate over homework?

xiii) Do students have choice over homework so that they can relate it to the development of their knowledge and their own interests?

xiv) Can students use homework to sustain an area of interest over a period of time?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.1 | Orchestrating learning

INDICATOR C.1.12 | *All students take part in activities outside the classroom*

i) Are there a range of clubs and other activities that appeal to all students?

ii) Are there transport arrangements to enable students who have to travel far or have restricted mobility, to take part in after-school events?

iii) Are all students encouraged to take part in music and drama and physical activities?

iv) Are there opportunities for boys and girls to take part in single-sex groups if there are activities in which one gender predominates (such as computer or chess club or choir)?

v) Are there opportunities for single sex groups where mixed activities are prohibited on cultural, religious or other grounds?

vi) Are children and young people discouraged from monopolising the space in the playground (for example for football)?

vii) Are students taught a repertoire of playground games that can include children with a range of skills?

viii) Do students who are chosen to represent their classes reflect the diversity of students in the school?

ix) Do students chosen to represent the school reflect the diversity of students in the school?

x) Are school trips, including overseas visits, made accessible to all students in the school irrespective of attainment or impairment?

xi) Are all students given opportunities to take part in activities outside the school?

xii) Are all students given opportunities to take part in activities which support and benefit the local communities?

xiii) Do games and PE lessons encourage sport and fitness for all?

xiv) Do sports days include activities in which everyone can take part, irrespective of skill level or impairment?

FURTHER QUESTIONS

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DIMENSION C Evolving inclusive PRACTICES

C.2 | Mobilising resources

INDICATOR C.2.1 | *School resources are distributed fairly to support inclusion*

i) Is there an open and equitable distribution of resources in the school?

ii) Is it clear how the resources are assigned to support students of different ages and attainments?

iii) Are resources directed at encouraging independent learning?

iv) Are staff aware of the resources delegated to the school to support students categorised as 'having special educational needs'?

v) Are resources, delegated to meet 'special educational needs', used to increase the capacity of the school to respond to diversity?

vi) Are support resources directed at preventing barriers to learning and participation and minimising student categorisation?

vii) Do staff review the use of delegated resources regularly so that they can be used flexibly to respond to the changing needs of all students?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.2 | Mobilising resources

INDICATOR C.2.2 | *Community resources are known and drawn upon*

i) Is there a regularly updated record of resources in the locality that can support teaching and learning? This might include:

- museums
- art galleries
- local religious centres
- representatives of community groups and associations
- parish, town, city and county councils
- local businesses
- hospitals
- homes for the elderly
- police service
- fire service
- voluntary bodies
- sports centres and facilities
- parks
- water, river and canal authorities
- politicians
- ethnic minority leaders
- unions
- citizens advice bureaux
- libraries
- city and rural farms
- countryside authorities
- heritage and ancient building authorities
- train stations, airports, transport authorities
- study centres
- further education colleges, universities.

ii) Do members of the local communities contribute to the curriculum in school?

iii) Are parents/carers and other community members used as a source of support in classrooms?

iv) Are disabled adults involved in supporting students in the school?

v) Do people working in the area act as mentors to support students experiencing difficulties?

vi) Are the resources available to some homes, such as reference material, drawn on to support all students?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.2 | Mobilising resources

INDICATOR C.2.3 | *Staff expertise is fully utilised*

i) Are staff encouraged to draw on and share all their skills and knowledge to support learning, not only those given by their job designation?

ii) Are staff encouraged to develop their knowledge and skills?

iii) Is the variety of languages spoken by staff used as a resource for students?

iv) Do teachers with particular skills and knowledge offer their help to others?

v) Are the differences in culture and background of staff drawn upon in curriculum development and teaching?

vi) Are there formal as well as informal opportunities for staff to resolve concerns over students by drawing on each other's expertise?

vii) Do staff challenge each other's assumptions about the origins of students' difficulties?

viii) Do staff offer alternative perspectives on concerns about students?

ix) Do staff in the school learn from instructive practice and experience of staff in other schools?

x) Are local special school staff involved in sharing their expertise with mainstream staff?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.2 | Mobilising resources

INDICATOR C.2.4 | *Student difference is used as a resource for teaching and learning*

i) Are students encouraged to pool their knowledge, for example, of different countries, regions and areas of towns or about family histories?

ii) Are students taught about what they can learn from others of different background and experience?

iii) Do students with more knowledge or skill in an area sometimes tutor those with less?

iv) Are there opportunities for students of different ages to support each other?

v) Are a wide variety of students chosen to tutor others?

vi) Is everyone seen as having important lessons to teach by virtue of their individuality, irrespective of attainment or impairment?

vii) Are the variety of languages spoken by students used as an integral part of the curriculum and as a rich linguistic resource for language work?

viii) Do students who have overcome a particular problem pass on the benefits of their experience?

ix) Are the barriers to learning and participation of some students, for example in gaining physical access to a part of a building or to an aspect of the curriculum, used as problem solving tasks or projects?

FURTHER QUESTIONS ●

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DIMENSION C Evolving inclusive PRACTICES

C.2 | Mobilising resources

INDICATOR C.2.5 | *Staff develop resources to support learning and participation*

i) Do teachers develop shared, recyclable resources to support learning?

ii) Do all staff know of the resources available to support their lessons?

iii) Does the library support independent learning?

iv) Is the library organised so that it supports the learning of all?

v) Is there a range of good quality fiction and non-fiction for all learners including the variety of languages used by students, and Braille and taped for students with visual impairments?

vi) Is there a well organised video library?

vii) Are computers integrated into teaching across the curriculum?

viii) Is there a system for making effective use of educational television programmes within the curriculum?

ix) Is e-mail and the Internet used efficiently by staff to assist teaching and learning?

x) Are all students given opportunities to communicate with others on paper, by telephone and by e-mail?

xi) Is the Internet used efficiently by students to help with school work and homework?

xii) Are cassette recorders used to support oral work across the curriculum?

xiii) Are new technological opportunities exploited when they become available, for example, voice recognition programmes, as a support for students who have extreme difficulty in writing?

xiv) Are worksheets used only when they are clearly understood by students and extend their learning?

xv) Are appropriately adapted curriculum materials, for example, in large print, or Braille, available for students with impairments?

FURTHER QUESTIONS ●

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part 4
questionnaires, DEE and further reading

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priorities for development
summary sheet

Please put a tick by any of the groups below which indicate your relationship to the school:

☐ Teacher ☐ Teaching assistant ☐ Other member of staff
☐ Student ☐ Parent/carer ☐ Governor ☐ Other (specify)

Write down one or two priorities in any of the areas that you feel development needs to take place at the school. These might be framed in terms of an indicator or group of indicators, a question or group of questions or an additional matter not covered in the Index *materials. You should consider the implications of a suggestion in one dimension for changes in other dimensions.*

DIMENSION A **Creating inclusive CULTURES**

Building community *Indicators/questions/other issues:*

Establishing inclusive values *Indicators/questions/other issues:*

DIMENSION B **Producing inclusive POLICIES**

Developing a school for all *Indicators/questions/other issues:*

Organising support for diversity *Indicators/questions/other issues:*

DIMENSION C **Evolving inclusive PRACTICES**

Orchestrating learning *Indicators/questions/other issues:*

Mobilising resources *Indicators/questions/other issues:*

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questionnaire 1

indicators questionnaire

Please put a tick by any of the groups below which indicate your relationship to the school:

☐ Teacher ☐ Teaching assistant ☐ Other member of staff

☐ Student ☐ Parent/carer ☐ Governor ☐ Other (specify)

Please put a tick in the box that indicates your opinion	*definitely agree*	*agree to some extent*	*disagree*	*need more information*
A.1.1 Everyone is made to feel welcome.				
A.1.2 Students help each other.				
A.1.3 Staff collaborate with each other.				
A.1.4 Staff and students treat one another with respect.				
A.1.5 There is a partnership between staff and parents/carers.				
A.1.6 Staff and governors work well together.				
A.1.7 All local communities are involved in the school.				
A.2.1 There are high expectations for all students.				
A.2.2 Staff, governors, students, parents/carers share a philosophy of inclusion.				
A.2.3 Students are equally valued.				
A.2.4 Staff and students are treated as human beings as well as occupants of a 'role'.				
A.2.5 Staff seek to remove all barriers to learning and participation in school.				
A.2.6 The school strives to minimise discriminatory practices.				
B.1.1 Staff appointments and promotions are fair.				
B1.2 All new staff are helped to settle in to the school.				
B.1.3 The school seeks to admit all students from its locality.				
B.1.4 The school makes its buildings physically accessible to all people.				
B.1.5 All students, new to the school, are helped to feel settled.				
B.1.6 The school arranges teaching groups so that all students are valued.				
B.2.1 All forms of support are co-ordinated.				
B.2.2 Staff development activities help staff to respond to student diversity.				
B.2.3 'Special needs' policies are inclusion policies.				

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continues

		definitely agree	*agree to some extent*	*disagree*	*need more information*
B.2.4	The Code of Practice is used to reduce the barriers to learning and participation of all students.				
B.2.5	Support for those learning English as an additional language is co-ordinated with learning support.				
B.2.6	Pastoral and behaviour support policies are linked to curriculum development and learning support policies.				
B.2.7	Pressures for disciplinary exclusion are decreased.				
B.2.8	Barriers to attendance are reduced.				
B.2.9	Bullying is minimised.				
C.1.1	Lessons are responsive to student diversity.				
C.1.2	Lessons are made accessible to all students.				
C.1.3	Lessons develop an understanding of difference.				
C.1.4	Students are actively involved in their own learning.				
C.1.5	Students learn collaboratively.				
C.1.6	Assessment encourages the achievements of all students.				
C.1.7	Classroom discipline is based on mutual respect.				
C.1.8	Teachers plan, review and teach in partnership.				
C.1.9	Teachers are concerned to support the learning and participation of all students.				
C.1.10	Learning support assistants are concerned to support the learning and participation of all students.				
C.1.11	Homework contributes to the learning of all.				
C.1.12	All students take part in activities outside the classroom.				
C.2.1	School resources are distributed fairly to support inclusion.				
C.2.2	Community resources are known and drawn upon.				
C.2.3	Staff expertise is fully utilised.				
C.2.4	Student difference is used as a resource for teaching and learning.				
C.2.5	Staff develop resources to support learning and participation.				

Priorities for development

1 _____

2 _____

3 _____

4 _____

5 _____

99

questionnaire 2

adapted indicators for inclusion (students and parents)

Please put a tick in the box that indicates your opinion		definitely agree	agree to some extent	disagree	need more information
A.1.1	Everyone is made to feel welcome at this school.				
A.1.2	Students help each other.				
A.1.3	Staff work well with each other.				
A.1.4	Staff and students treat one another with respect.				
A.1.5	Parents feel involved in the school.				
A.1.6	Staff and governors work well together.				
A.1.7	Teachers do not favour one group of children and young people over another.				
A.2.1	Teachers try to help all students to do their best.				
A.2.3	Teachers think all students are equally important.				
B.1.4	The school makes it easy for children and young people with impairments to come to this school.				
B.1.5	When you first join this school you are helped to feel settled.				
B.1.6	Teachers like all teaching groups equally.				
B.2.7	The teachers try to sort out difficulties over behaviour without wanting children to leave the school.				
B.2.8	The teachers work hard to make the school a good place to come to.				
B.2.9	More needs to be done to stop bullying.				
C.1.1	Teachers try to make the lessons easy to understand for everyone.				
C.1.3	Students are taught to appreciate people who have different backgrounds to their own.				
C.1.4	Students generally know what will be taught next in lessons.				
C.1.5	In lessons teachers expect students to help each other				

continues

		definitely agree	*agree to some extent*	*disagree*	*need more information*
C.1.7	In most lessons students and teachers behave well towards each other.				
C.1.9	Teachers help everyone who has difficulties with lessons.				
C.1.10	Learning assistants work with anyone who needs help.				
C.1.11	Homework helps with learning and is properly explained.				
C.1.12	Activities are arranged outside of lessons which interest everyone.				

What three changes would you like to see at the school?

1 _____

2 _____

3 _____

questionnaire 3

what I think about Sleaward Comprehensive School

I am in tutor group _____

I am male ☐ *I am female* ☐

please put a tick

		agree	*agree to some extent*	*disagree*
1	I think this is a good school.			
2	This school is the best school in the area.			
3	My family think this is a good school.			
4	I wish there were an equal number of boys and girls at this school.			
5	I wish there were a greater mix of students from different backgrounds.			
6	I would like to study Bengali at GCSE.			
7	I feel that there is a conflict between life at home and at school.			
8	I feel that students should be able to chat in Sylheti during lessons.			
9	Sometimes students say things to each other in Sylheti in class that they would not like the teacher to understand.			
10	I think the shower arrangements for PE are satisfactory.			
11	I think the toilets in the school are satisfactory.			
12	I would find it easier if there was a locker where I could leave my things.			
13	I feel uncomfortable in certain lessons because of my religious beliefs.			
14	I worry about getting into trouble with gangs.			
15	Boys and girls treat each other with respect at this school.			
16	It is easier to mix with students of the opposite sex inside than outside school.			
17	Disabled students are treated with respect at this school.			
18	No-one gets treated badly at this school because of the colour of their skin.			

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continues

questionnaire 3

		agree	*agree to some extent*	*disagree*
19	I can mix with students inside school who do not live in my area.			
20	I can mix with students outside school who do not come from my area.			
21	I feel that my religion is respected in this school.			
22	I feel that my family might disapprove of who I mix with in school.			
23	No-one gets treated badly because of where their family come from.			
24	I have been bullied at this school during the last term.			
25	Many students get bullied at this school.			
26	Students who are learning to speak English get the help they need.			
27	Any student can get help in lessons from teachers when they need it.			
28	Students get help in lessons from other students.			
29	There is a place for me to do my homework at home.			
30	I can do my homework at school when I want to.			
31	I think that teachers and students get on well together.			
32	I think teachers take more interest in the students that get the highest marks.			

These are the three things I would most like to change in this school

1 _____

2 _____

3 _____

questionnaire 4

what I think about my secondary school

I am female ☐ *I am male* ☐

I am in year _____

		I agree	*I agree to some extent*	*I disagree*
1	In lessons I often work with other students in pairs and small groups.			
2	I enjoy most of my lessons.			
3	When I have a problem with my work I ask the teachers for help.			
4	I am learning a lot in this school.			
5	My friends help me in class when I am stuck with my work.			
6	Having a learning support assistant in some of my lessons helps me with my learning.			
7	In lessons teachers are interested in listening to my ideas.			
8	Teachers don't mind if I make mistakes in my work as long as I try my best.			
9	My work is displayed on the walls in the school.			
10	The staff at this school are friendly to me.			
11	I think the teachers are fair when they punish a student.			
12	I think the teachers are fair when they reward or praise a student.			
13	I think some teachers like certain students more than others.			
14	When I am given homework I usually understand what I have to do.			
15	I usually do the homework I am given.			
16	Most of the time I like being at school.			
17	This school was the one I wanted to come to when I left my primary school.			
18	Of all the local secondary schools I think this is the best.			

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continues

questionnaire 4

		I agree	*I agree to some extent*	*I disagree*
19	My family thinks this is a good school.			
20	It's good to have students from different backgrounds in this school.			
21	Any student who lives near to this school is welcome to come here.			
22	If you really misbehave at this school you will be sent home.			
23	The school is right to send a student home if they have behaved badly.			
24	I have some good friends in this school.			
25	I worry about being called names at school.			
26	I worry about being bullied at school.			
27	If anyone bullied me I would tell a teacher.			
28	At lunchtimes I sometimes join in clubs or do sports practice.			
29	After school I sometimes join in clubs or do sports practice.			
30	At lunchtimes there are places in the school I can go to be comfortable.			
31	I like my form tutor.			
32	My form tutor likes me.			
33	If I have been away from school for a day my form tutor wants to know where I have been.			

If I could change three things about this school I would

1 _____

2 _____

3 _____

Thank you for your help!

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questionnaire 5

parent/carer questionnaire

Please tick any year group in which you have a child at this school

year 7 ☐ *year 8* ☐ *year 9* ☐ *year 10* ☐

year 11 ☐ *sixth form* ☐

Then tick one box in response to each statement in the table below.

		definitely agree	*agree to some extent*	*disagree*	*need more information*
1	Of the local schools, I wanted my child(ren) to come to this school.				
2	My child(ren) wanted to come to this school.				
3	The information I was given when my child(ren) first came to the school was excellent.				
4	The half-termly newsletters keep me up-to-date with changes at the school.				
5	I think the school keeps me well informed about how my child(ren) are doing.				
6	I think the staff are friendly towards myself and other parents.				
7	When I am concerned about my son's/daughter's progress at school I know whom to contact.				
8	If I tell staff of concerns I have about my child(ren)'s progress I am confident that my views will be taken seriously.				
9	The school provides clear information about how I can help my child(ren) with their school work at home.				
10	My child(ren) enjoy being at this school.				
11	I think the staff work harder to help some students than others.				
12	All children who live locally are welcome at the school.				
13	All families are equally valued whatever their backgrounds.				
14	Bullying is a problem at the school.				
15	If a student misbehaves it is right to send them home.				
16	If a student continually misbehaves they should be excluded permanently from the school.				

continues

		definitely agree	*agree to some extent*	*disagree*	*need more information*
17	My child(ren) regularly join in with clubs and other activities taking place in the lunchtimes and after school.				
18	Before changes are made in the school parents are asked for their views.				
19	Parents who get involved in helping the school are valued more highly by staff than those who do not.				
20	Staff at this school encourage all students to do their best, not just the most able.				

Thank you for completing the questionnaire.
Please add below any other comments about the school which might help to make it a better place for your child(ren).

questionnaire 6

what I think about my primary school

I am a girl ☐ *I am a boy* ☐

I am in class _____

	I agree	*I agree to some extent*	*I disagree*
1 Sometimes I do class work in pairs with a friend.			
2 Sometimes my class is divided into groups for work.			
3 I help my friends with their work when they get stuck.			
4 My friends help me with my work when I get stuck.			
5 My work is put on the walls for other people to see.			
6 My teacher likes to listen to my ideas.			
7 My teacher likes to help me with my work.			
8 I like to help my teacher when she or he has jobs that need doing.			
9 I think our classroom rules are fair.			
10 Some of the children in my class call others by unkind names.			
11 Sometimes I am bullied in the playground.			
12 When I feel unhappy at school there is always an adult to look after me.			
13 When children in my class quarrel, the teacher sorts it out fairly.			

continues

questionnaire 6

	I agree	*I agree to some extent*	*I disagree*
14 I think writing targets for the term helps my work to improve.			
15 Sometimes my teacher lets me choose what work to do.			
16 I feel pleased with myself when I've done a good piece of work.			
17 When I have homework I usually understand what I'm supposed to do.			
18 My teacher likes me to tell her or him about what I do at home.			
19 My family thinks this is a good school.			
20 If I am away from school my class teacher asks me where I have been.			

The three things I like best about my school are

1 _____

2 _____

3 _____

The three things I don't really like about my school are

1 _____

2 _____

3 _____

Thank you for your help!

109

Disability Equality in Education (DEE) Training for Inclusion

Disability Equality in Education complements the work of the *Index*. Disabled people are oppressed by a deeply rooted 'disablist' ideology. This is associated with a 'medical' model in which problems are seen as arising from an individual's impairment rather than the barriers to participation created by society. In a 'social model', barriers in the school environment, organisation and attitudes are seen as the major obstacles to inclusion. DEE offers schools training for whole or half days led by two disabled Disability Equality Trainers for Inclusion, who develop thinking about this social model. A national network of Trainers for Inclusion has been established by DEE with the support of the Department for Education and Employment. This work has been developed over the last ten years by Richard Rieser and Michelene Mason following the publication of *Disability equality in the classroom: a human rights issue* by the Inner London Education Authority in 1990.

For more information contact:
Disability Equality in Education
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